

Students should also be encouraged to present ideas and opinions on aspects of selected texts in writing, commenting on features such as plot, narrative and structure, character and relationships, use of setting in time and place, the ideas of the author.

2. Students should experience at least one live theatrical presentation and reflect on and discuss the experience. Following this students should comment on the event in writing, describing their feelings and reactions and commenting on features such as plot, narrative and structure, character and relationships, the ideas of the author, the effectiveness of the production, design, staging, audience reaction.
3. During a large part of the module students should be exchanging ideas and opinions in small group or whole class discussion.

Suggested Learning and Teaching Approaches

Work should be undertaken in a range of groupings - pairwork, small group and whole class - according to purpose. Students should have the opportunity for sustained discussion with their peers and the teacher.

In addition to reading plays, visiting live theatre, and discussion and writing, the Learning Outcomes can be promoted through invited speakers, a theatre visit in preparation for the live performance, and reading and discussing programme notes, theatre publicity and reviews.

Assessment Procedures

Formative assessment should operate as an integral part of learning and teaching in the module. It may include assessment of the student's work by the teacher, but the student and by peers. This can be achieved in the main through discussion, perhaps supported by checklists. Individual, small-group and classwork may be recorded on audio and video tape for playback and review.

Each student should keep a folio of work undertaken during the module. Within the folio there should be a log book or diary of work and also personal written/graphic work etc. Folios of work together with individual and group products which cannot be held in folios should be available to a Subject Assessor.

It is recommended that each student should be issued with a record sheet at the outset of the module and that its various purposes should be explained:

- it informs students of the minimum which is to be taught and learned,
- it informs students of the Learning/teaching activities they will undertake (this section of the record sheet is open and is completed by the tutor).
- it provides a continuous record of attainment and should help both students and tutors to keep track of learning and teaching,
- it could be used by students to inform a third party (e.g. a potential employer) of what they have learned.

The performance criteria which follow provide tutors and students with a statement of the minimum performance which is judged to be acceptable in the key aspects of each learning outcome. Many students, given the opportunity and encouragement, may go well beyond the minimum performance. A decision on whether or not a student has achieved the criteria should be taken only after she/he has had the benefit of additional teaching support in areas of weakness and the opportunity to revise, redraft or rework unsatisfactory efforts.

Learning Outcome 1

Assessment Procedure

short written commentaries on at least two texts and observation of student's contribution to group discussion

Performance Criteria

The student expresses feelings, ideas and opinions on a range of dramatic texts orally and in writing.

Learning Outcome 2

Assessment Procedure

short written commentary on at least one live theatrical performance and observation of student's contribution to group discussion

Performance Criteria

The student expresses feelings, ideas and opinions on one or more live theatre performance orally and in writing.

Learning Outcome 3

Assessment Procedure

observation of student's contribution to group discussion

Performance Criteria

The student:

1. expresses opinions on the ideas and points of view of the authors;
2. listens to and makes relevant responses to other students;
3. questions the viewpoints and statements of others.

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