

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7290513 **-Session- 1993-94**
-Superclass- LC
-Title- CREATIVE DRAMA 2

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Using interpersonal, social and a variety of Creative Drama skills, forms and structures in the dramatic exploration of a negotiated theme, issue or topic.

OUTCOMES

1. participate with others in using creative drama skills;
2. communicate ideas, emotions and attitudes through language;
3. communicate ideas, emotions and attitudes through movement;
4. record and evaluate participation in creative drama activities.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Preferred entry level of 7290503 Creative Drama 1 or equivalent experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7290513**UNIT TITLE:** CREATIVE DRAMA 2

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. PARTICIPATE WITH OTHERS USING CREATIVE DRAMA SKILLS

PERFORMANCE CRITERIA

- (a) The response to dramatic stimuli is effective in terms of the suggestion of appropriate drama form and structure for development.
- (b) The response to others in group activity is positive in terms of promoting co-operation and effective team work.
- (c) The on-going contribution to the development of the Drama is effective in terms of willing co-operation and exchange of ideas.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation by the tutor/trainer, supported by checklists.

Products generated by participation in group activity, and the use of Creative Drama skills, should be retained by the candidate in a folio. Products may include; character information sheets, scenario outlines, designs, floor plans, etc.

OUTCOME

2. COMMUNICATE IDEAS, EMOTIONS AND ATTITUDES THROUGH LANGUAGE

PERFORMANCE CRITERIA

- (a) The use of language is appropriate to the role(s) portrayed in terms of register, style and the dramatic situation.

- (b) The expression of language is clear in terms of articulation, pitch, pace, volume and the dramatic situation.
- (c) Communication is effective in terms of the use of language to present ideas, emotion and attitude.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation by the tutor/trainer, supported by checklists.

Products generated by participation in group activity, and the creative use of language, should be retained by the candidate in a folio. Products may include; character information sheets/sketches, scenario outlines, designs, video recordings etc.

OUTCOME

- 3. COMMUNICATE IDEAS, EMOTIONS AND ATTITUDES THROUGH MOVEMENT

PERFORMANCE CRITERIA

- (a) The use of physical expression is appropriate to the role(s) portrayed in terms of movement, gesture and the dramatic situation.
- (b) The use of facial expression is appropriate to the role(s) portrayed in terms of emotion, feelings, attitude and the dramatic situation.
- (c) Communication is effective in terms of the use of movement to present ideas, emotions and attitudes.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation by the tutor/trainer, supported by checklist.

Products generated by participation in group activity, and the creative use of movement, should be retained by the candidate in a folio. Products may include; character information sheets/sketches, scenario outlines, designs, video recordings etc.

OUTCOME**4. RECORD AND EVALUATE PARTICIPATION IN CREATIVE DRAMA ACTIVITIES****PERFORMANCE CRITERIA**

- (a) The record is complete in terms of dates and brief description of the activities undertaken.
- (b) Evaluation is complete in terms of comment on: personal interest, contribution and performance, problems met and solutions found, and the end result of the dramatic exploration.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

A folio of work to include a Log Book, or Diary, containing brief details of the exploration on a regular basis, and evaluative comment on the candidate's on-going contribution and progress, and on the final end product. The folio may be kept in written and/or graphic and/or audio tape form.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7290513**UNIT TITLE** CREATIVE DRAMA 2

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module enables the candidate to use a variety of creative drama skills, forms and structures in the dramatic exploration of a negotiated theme, issue or topic. Additionally, personal social skills such as co-operation, negotiation, compromise and team work will be used in conjunction with the candidate's ability to evaluate work in progress.

This module is intended to provide an extension of 7290503 - Creative Drama 1, and to increase the candidate's understanding and enjoyment of Drama.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module enables you to use a variety of creative drama and personal social skills to explore a negotiated theme or topic.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

1. Candidates should develop a range of communication/social skills, e.g., listening to and watching others, responding constructively to others, expressing ideas, questioning, researching, discussing.
2. Candidates should use a range of drama forms and structure that allow the practice of their skills in concentrating, speaking clearly and expressively, acting out a role with appropriate use of register and style, sustaining a role and responding to a variety of dramatic stimuli.
3. Candidates should use a range of drama forms and structures that allow the practice of their skills in concentrating, balance, flexibility, timing, use of space, acting out a role using physical and facial expression, sustaining a role and responding to a variety of dramatic stimuli.
4. Candidates should be encouraged throughout the module to discuss, comment on and constructively criticise work in progress. Evaluation by each candidate. An awareness of the potential of Drama as a means of making a statement should be developed.

APPROACHES TO GENERATING EVIDENCE The course should be based on the dramatic exploration of a negotiated theme, issue or topic, agreed through discussion with all candidates. Courses should utilise both language and movement, socio drama, role play, creative movement, mime or dance drama. The structure of the exploration is open. It may be a dramatic presentation or a video programme. It may be a combination that includes movement, mime, dance drama, tape slide or radio. Courses should be structured in response to the needs and interests of the candidates, and the requirements of the exploration itself.

Most of the module should comprise of practical work and discussion. Expository teaching should be limited. Group work should be the main methodology, but work will also be undertaken in a range of groupings - pair work, small groups and whole class - according to purpose. Candidates should have the opportunity for sustained discussion with peers and the tutor/trainer.

ASSESSMENT PROCEDURES The candidate could be set an assignment designed to allow the suggestion, and use, of a variety of drama forms, structures and skills to explore a negotiated theme, issue or topic. The candidate would be required to respond both as an individual and as a member of a group. It is expected that the exploration will be developed towards a recognisable end product that either makes a statement, and/or communicates thought, meaning, ideas or attitudes as appropriate. The exploration should allow for the creative and expressive use of language and movement.

The candidate should record brief details of the exploration on a regular basis, making evaluative comment on their on-going contribution and progress, and on the final end product.

EXEMPLARS One possible sequence of learning and teaching would be:

- (i) introduction to unit and group forming exercises;
- (ii) identification, through discussion, of issue, theme or topic for exploration;
- (iii) individual/group research;
- (iv) discussion on, and experimentation with, possible form(s) and structure;
- (v) discussion on, and experimentation with, possible form(s) and structure;
- (vi) exploration of chosen issue, theme or topic;
- (vii) presentation of results of exploration;
- (viii) review and evaluation.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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