

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7290543**UNIT TITLE:** ACTING: TEXT-BASED PRODUCTION

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. CO-OPERATE WITH OTHERS TO STAGE A TEXT-BASED PRODUCTION

PERFORMANCE CRITERIA

- (a) The contribution to the rehearsal process is effective in developing an ensemble spirit.
- (b) The liaison with appropriate members of the production team is ongoing and effective in ensuring the smooth running of the production.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be supported by observation checklists.

Attendance and contribution to regular rehearsals involving all members of the cast.

A record of the rehearsal process should be kept by the candidate in a personal Acting Journal.

For the purposes of this outcome, the Acting Journal should contain dated directorial notes, and personal responses to direction and the rehearsal process.

OUTCOME

2. CREATE AND DEVELOP CHARACTER(S)/ROLE(S) THROUGH REHEARSAL

PERFORMANCE CRITERIA

- (a) The script is accurately annotated, recording moves, directions and stage business given, and/or developed, during rehearsals.
- (b) The character(s)/role(s) developed is/are appropriate to the requirements of the script and the interpretation of the director.
- (c) The response to direction is positive 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

Fully annotated script. Any directorial notes, character descriptions etc., should be dated and recorded in the candidate's personal Acting Journal.

Assessment of candidate performance will be supported by observation checklists.

OUTCOME

3. ACT IN A TEXT-BASED PRODUCTION

PERFORMANCE CRITERIA

- (a) The character(s)/roles(s) is/are sustained throughout the performance(s).
- (b) The character(s)/role(s) communicated is/are in accordance with the agreed interpretation(s).

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.

Video may be used to provide supportive evidence of achievement within this outcome.

OUTCOME

4. EVALUATE THE PROCESS AND END PRODUCT OF A TEXT-BASED PRODUCTION

PERFORMANCE CRITERIA

- (a) The contribution to the discussion of the opportunities and constraints of the staging of the production is clear and appropriate in the given circumstances.
- (b) The evaluation of the candidate's contribution is realistic and accurate in terms of his/her strengths and weaknesses.
- (c) The evaluation of the group's performance is itemised in terms of the group's strengths and weaknesses.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Written or oral evaluation by the candidate of his/her contribution and of the group's performance.

Oral evidence should be presented on video or audio tape.

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 the end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7290543**UNIT TITLE** ACTING: TEXT-BASED PRODUCTION

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 each of these units is 120 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE These units enable the candidate to develop knowledge of, and practical skills in, acting - as required for a text-based in-house production and a contrasting text-based production. This contrast may be of form, style or period to that covered by module number 7290543.

The units also enable the candidate to develop personal social skills such as co-operation, negotiation, compromise and team work; and to increase their understanding of, and interest in, theatre.

The choice of production for the purposes of these units, must be left to the professional judgement and discretion of individual tutors/trainers and centres. In this process, due recognition should be made of: (i) the notional design length of the unit; (ii) the entry skill level of enrolled candidates; and (iii) the requirements of individual courses.

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

7290543: This module enables you to develop the knowledge and practical skills required to act in a text-based production.

7290553: This module enables you to develop the practical skills required to act in a text-based production which contrasts in style, form or period with that covered by module number 7290543.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

1. Candidates should develop a range of communication/social skills, e.g. listening and responding constructively to others, expressing ideas, questioning.
2. The candidate undertakes the role and responsibilities of an actor within a production team.
3. The candidate acts in the performance(s) of a text-based production.
4. Candidates should develop an awareness of the opportunities and constraints of staging a text-based production, and of the strengths and weaknesses of his/her individual and group performance.

APPROACHES TO GENERATING EVIDENCE Formative assessment should operate as an integral part of the learning and teaching in the unit. It should include assessment of the candidate's work by the tutor/trainer, by the candidate and by peers. This will be achieved in the main through discussion and observation of the candidate's work, supported by checklists.

Candidates should keep a folio of work during the unit. Within the folio there should be a personal Acting Journal containing personal written/graphic work, character sketches, directorial notes and a fully annotated script for the production.

A decision on whether or not a candidate has achieved the criteria should be taken only after he/she has had the benefit of additional teaching support in areas of weakness and the opportunity to revise, re-draft or re-work unsatisfactory efforts.

The main emphasis in the unit should be placed on the candidate's development and application of acting skills towards the preparation, rehearsal and performance of a text-based production.

One possible sequence of learning and teaching would be:

1. Introductory activities - group forming, use of games, etc., as required. Discussion of the nature of the unit.
2. Discussion and selection of performance material/script.

Note: It is acceptable for the candidate to specialise and be assessed in acting, as well as assisting the production in an area that is not being formally assessed.

3. Notes are kept; character sketches etc., are prepared; research is carried out.
4. Rehearsal period.
5. Script is fully annotated.
6. Production is staged.

7. Review session - this gives the candidate the opportunity for analysis and criticism.

ASSESSMENT PROCEDURES OUTCOME 1: The candidate could be set an assignment designed to allow him/her to undertake the researched role and responsibilities of an actor within a production company.

The candidate would be required to attend, and contribute to, regular rehearsals involving all members of the cast. In addition, he/she should engage in one-to-one liaison with other members of the production team as required.

OUTCOME 2: The candidate could be set an assignment to test the knowledge and skills required to create and develop character(s)/role(s), appropriate to the script of a text-based production.

The assignment would require the candidate to:

- (i) read the script and be prepared to discuss interpretation with the director;
- (ii) learn all required lines, moves and cues; fully annotate a copy of the script, indicating all moves and directions given, and/or developed, during rehearsals;
- (iii) work effectively with the director and other members of the cast/production team.

OUTCOME 3: The candidate could be set a practical exercise that would require him/her to act in the performance(s) of a text-based production clearly communicating the agreed interpretation of the character(s)/role(s) developed during rehearsals.

OUTCOME 4: This could be assessed using a series of restricted response questions. Prior to completing the restricted response questions, or to recording his/her responses on audio or video tape, the candidate should be encouraged to openly discuss (as a group or in pairs) their views and opinions on:

- (i) the opportunities and constraints of the venue(s) and chosen method of staging the production;
- (ii) the strengths and weaknesses of his/her own contribution to the production;
- (iii) the strengths and weaknesses of the total group's performance.

Where video or audio recordings are used as evidence, the candidate being assessed must be clearly identified.

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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