

National Unit Specification: general information

UNIT	Presenting Drama: Using Acting and Technical Skills (Access 1)
NUMBER	D93G 07

SUMMARY

The purpose of this unit is to develop the drama and theatre skills necessary to present short pieces of drama to others, in a very supported learning environment. Candidates should develop some technical and acting skills at a very basic level of competence.

OUTCOMES

Use acting and technical skills in drama presentation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass:	LC
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National Unit Specification: statement of standards

UNIT Presenting Drama: Using Acting and Technical Skills (Access 1)

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

OUTCOME

Use acting and technical skills in drama presentation.

Performance criteria

- a) Uses acting skills to portray effectively a straightforward or stereotype character in a drama presentation.
- b) Carries out effectively a technical task to contribute to a drama presentation.

Evidence requirements

Performance evidence should be gathered to demonstrate that the candidate has attained both performance criteria for the outcome in at least **one** drama presentation. For PC (a) the candidate should use acting skills in at least one acting role. For PC (b) the candidate should carry out a technical task in any of the areas of staging and design.

For this outcome an observational checklist should be completed by the teacher/lecturer. This checklist should record the candidate's achievement of both the performance criteria related to the outcome. Any supporting evidence which may include graphic evidence should be retained as part of or integrated into an individual candidate profile.

The candidate should be allowed to provide supporting evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes

UNIT Presenting Drama: Using Acting and Technical Skills (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Drama Unit D539 08 Presenting Drama (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93F 07 Presenting Drama: Participating With Others and D93H 07 Presenting Drama: Reviewing Own Performance.

This unit should provide opportunities for candidates to participate in one or more short, straightforward drama presentations within a very supported learning environment. These presentations are likely to be the result of improvised drama and should allow candidates to develop basic skills of acting and a few basic technical skills.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The emphasis in this unit will be on working together as a team to present a short, simple piece of improvised drama. It is not necessary for the whole class to work as one group. It may be more manageable to have two or more smaller groups, depending on the needs of the individual candidates.

Adapting Activities for Learner Needs

Acting involves the portrayal of character and the communication of meaning to an audience. This may be done entirely through voice or movement or, more commonly, using a combination of both. However, it will be important to provide opportunities for candidates who are considerably limited in voice or movement to take on an acting role which allows them to express themselves using their usual mode of communication. This can be achieved in a variety of ways such as:

- adapting specific roles within a presentation which involves speech and movement
- creating a presentation which involves a short creative movement/mime/dance drama section and/or voice-over/speech only section
- using a short radio play as a complete presentation
- using a creative movement programme, mime play or dance drama as a complete presentation

All candidates should have the opportunity to perform at least one technical task for a presentation. These tasks can be in the areas of sound, lighting, set props, costume or make-up. Some candidates may have limited co-ordination and motor skills therefore it will be important to cater for individual abilities.

Tasks may include:

- sound – creating a live sound effect using voice, body or an object; recording and then playing at the appropriate time a specific sound effect(s)
- lighting – deciding on lighting effects which may be recreated either by the candidate under strict supervision or by the teacher/lecturer; operating a dimmer board

National Unit Specification: support notes (cont)

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- set – devising pieces of set from basic classroom/studio resources such as chairs and tables; placing the set in the appropriate place within the acting area for the presentation; changing set for any scene changes required
- props – devising a prop using classroom/studio resources; collecting required props for presentation; taking responsibility for giving out props during the presentation
- costume – devising a costume using classroom/studio resources: selecting costume from wardrobe/costume cupboard for one or more characters: laying out costumes and helping to dress actors for the presentation
- make-up – applying make-up for character/actor in the presentation; layout make-up for others/teacher/lecturer to use for presentation.

Clearly the technical task chosen will reflect not only the individual needs within any candidate group but also the available technical resources and facilities in the centre. None of the technical tasks are mandatory and teachers/lecturers may select as appropriate. If radio or video work is being done, a candidate could be assessed on their ability to assist with operating either the recording equipment or a video camera. The unit is designed to be as flexible as possible and the technical tasks are simple but varied.

One possible sequence of learning and teaching would be:

- introductory activities – including discussion on the nature and the purpose of the unit and group-forming activities if the candidates have not worked together before this unit
- warm-up activities – to help to focus concentration, warm up the voice and/or the body, promote relaxation and to prepare the candidates for the activity to follow
- devising of presentation – either all candidates can be involved in the devising of one or more presentations or the class could be split into two groups, each of which devises a presentation. This would allow each candidate to act in a simple, short presentation which he/she helped to devise and to carry out a technical task in the other presentation. The content of any presentation is at the discretion of the centre. Candidates should be involved in the choice of issue, theme or topic. The presentation is likely to be the result of improvised drama
- allocation of individual tasks – candidates should opt to take on at least one acting role and to carry out at least one technical task in at least one presentation
- rehearsal period – creating and practising the implementation of simple theatrical effects and developing the portrayal of character
- presentation – candidates may have the experience of presenting to a suitable audience. This will add a sense of theatrical occasion and will give the candidates a meaningful end product and target for this unit

Candidates should maintain a folio of work throughout the unit, retaining all individual work such as task sheets, notes, drawings, tapes, photographs, character descriptions and lists.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to provide evidence of the achievement of both the performance criteria for the outcome.

Teachers/lecturers may select instruments of assessment which they consider will provide a valid, reliable and practicable assessment of the candidate's work.

National Unit Specification: support notes (cont)

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The suggested assessment instruments for the unit are practical exercises involving the direct observation of candidate's practical work by the teacher/lecturer supported by a candidate profile. This profile should contain observational checklists completed by the teacher/lecturer which record achievement of both the performance criteria for the outcome, and a log or record of work undertaken. The record may be on disk and may involve the candidate in indicating the particular activities in which he/she has taken part. This may range from ticking boxes to giving a brief description of a character played or the technical task undertaken. Maintaining the profile should be an integral part of the work in the unit. It should not be necessary to devise specific activities for assessment purposes. An approach of continuous assessment should be used to reflect achievement in classwork.

The record should be authenticated by the teacher/lecturer signing and dating a brief statement that this is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).