



## National Unit Specification: general information

**UNIT** Drama: Movement Skills (SCQF level 6)

**CODE** F5L1 12

### SUMMARY

This Unit is designed to develop candidates' movement skills for Drama. Candidates will investigate techniques for warming up the body and preparing it for movement. They will engage in a variety of movement exercises which aim to explore and develop physical and creative expression. These exercises will introduce candidates to movement skills and terms and should lead them to develop a deeper awareness of the physical self and an appreciation of how the body can be used in space. The Unit provides candidates with opportunities to work as part of a group to create and perform a group movement piece.

This is a mandatory Unit within the National Certificate in Acting and Theatre Performance (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is suitable for candidates who have some previous drama experience and have an interest in exploring movement techniques and creative expression.

### OUTCOMES

- 1 Investigate physical preparation for movement.
- 2 Use movement to explore and develop physical and creative expression.
- 3 Create, perform and evaluate a group movement piece on a given theme.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

---

#### Administrative Information

**Superclass:** LC

**Publication date:** March 2009

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2009

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

## **National Unit Specification: general information (cont)**

**UNIT**        Drama: Movement Skills (SCQF level 6)

### **CREDIT VALUE**

2 credits at Higher (12 SCQF credit points at SCQF level 6\*).

*\*SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

This Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication
- ◆ Working with Others

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT        Drama: Movement Skills (SCQF level 6)**

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 SQA.

#### **OUTCOME 1**

Investigate physical preparation for movement.

##### **Performance Criteria**

- (a) Explain the purpose of preparing the body for movement.
- (b) Explain the process of muscle tension and relaxation.
- (c) Carry out safe and effective warm-up routines to prepare the body for movement.

#### **OUTCOME 2**

Use movement to explore and develop physical and creative expression.

##### **Performance Criteria**

- (a) Develop and demonstrate physical expression using a range of movement techniques.
- (b) Develop and demonstrate creative expression through short movement sequences.

#### **OUTCOME 3**

Create, perform and evaluate a group movement piece on a given theme.

##### **Performance Criteria**

- (a) Contribute effectively to the creation of a group movement piece.
- (b) Use effectively a variety of movement techniques in the performance of a group movement piece.
- (c) Identify strengths and areas for development in own and group performance.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

#### **Outcome 1**

Written and/or oral evidence is required for Performance Criteria (a) and (b). Candidates must explain the reasons and justification for warming up the body and should be able to give a basic explanation of how the muscles work during tension and relaxation. This evidence will be gathered in closed-book, supervised conditions on one assessment occasion.

## **National Unit Specification: statement of standards**

### **UNIT      Drama: Movement Skills (SCQF level 6)**

Performance evidence, supplemented by an Assessor Observation Checklist, is required for Performance Criteria (c). Candidates must demonstrate their ability to effectively warm up the following parts of the body: the neck, shoulders, arms, hands, torso, legs and feet, demonstrating an understanding of muscle tension and relaxation. This evidence will be gathered in supervised conditions at appropriate points in the Unit.

#### **Outcome 2**

Performance evidence, supplemented by an Assessor Observation Checklist, is required for Outcome 2. This evidence will be gathered in supervised conditions at appropriate points during the Unit.

For Performance Criteria (a), the candidate must be able to participate in exercises which explore the range of physical expression through:

- ◆ the use of basic dynamics — time, weight, space, flow
- ◆ the use of levels, direction and gesture
- ◆ effective co-ordination, balance, and co-operation
- ◆ developing the following movement skills: leading, following, complementing, supporting and mirroring

For Performance Criteria (b), candidates must use the movement techniques listed above to create movement sequences. The candidate will create a minimum of two movement sequences in response to given stimuli. Each sequence must last a minimum of two minutes. This can be done individually, in pairs or small groups.

#### **Outcome 3**

Performance evidence, supplemented by an Assessor Observation Checklist, is required for Performance Criteria (a) and (b). This evidence will be gathered in supervised conditions on one assessment occasion. Candidates will:

- ◆ work in small groups to plan, create and perform a movement piece on a given theme. The piece must last a minimum of five minutes.
- ◆ each candidate must demonstrate a minimum of five different movement techniques during the performance.

Written and/or oral evidence is required for Performance Criteria (c) to demonstrate that the candidate has identified strengths and areas for development in:

- ◆ their contribution to the group movement piece
- ◆ their own movement techniques
- ◆ the final group performance of the piece

The evidence must be gathered in open-book conditions towards the end of the Unit.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including assessor checklists. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## **National Unit Specification: support notes**

### **UNIT        Drama: Movement Skills (SCQF level 6)**

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 80 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This is a mandatory Unit within the National Certificate in Acting and Theatre Performance (SCQF level 6), but can also be taken as a free-standing Unit.

This is a mainly practical Unit in which candidates will explore a variety of exercises, create movement sequences and perform a group movement piece, which should allow them to explore and develop physical and creative expression.

The practical activities in this Unit are primarily intended to enable the candidate to develop a deeper awareness of how they can use their bodies to portray creative ideas and develop physical expression in ways that might be unfamiliar to them. It should serve the purpose of ‘freeing’ up the body so that it can be an effective tool when working on, for example, characters in a performance. Candidates should be introduced to physical vocabulary and techniques for warming up the body. These exercises which open the body may also help develop breath control and physical alignment, which would support work in voice and acting classes.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It is recommended that the Outcomes are delivered in sequence, allowing candidates to develop movement techniques before applying these in the creation of movement sequences and finally a group movement piece. Outcome 1 and Outcome 2 Performance Criteria (a) and (b) should be delivered through practical classroom activity that is, initially, predominately led by the tutor. Candidates should be invited to observe and respond to tutor demonstration in order to learn appropriate movement skills. Candidates should recognise their own limitations during the practical exercises in Outcome 1.

In Outcomes 2 and 3, candidates could work in variety of ways — individually, in pairs, small groups and as a whole class. Candidates should be encouraged to offer feedback to others as an effective way of learning and developing ensemble, spirit and co-operation.

In Outcome 3, candidates should work as a group and create a movement piece in response to a given theme. Stimuli for this may include a combination of a piece of text, a photograph, an abstract image, an object, costume, sound effects or music. Candidates should work as a team to explore the means of moving to respond to the theme. The movement piece should be discussed, planned, created and performed by the group as a whole. However each candidate must demonstrate a minimum of five movement techniques during the performance.

Throughout the Unit, the techniques of mime, mask, slapstick and clowning could be used as an additional means of developing awareness and understanding when creating exercises to develop movement skills. Equally, candidates may explore the physical demands of a variety of styles of theatre.

## **National Unit Specification: support notes (cont)**

### **UNIT        Drama: Movement Skills (SCQF level 6)**

As a potentially valuable learning and teaching tool, audio/video recording could be used for the candidate to reflect on individual rehearsal and performing approaches and for formative assessment strategies.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates will be producing written and/or oral evidence for Outcome 1 as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill *Communication*.

Candidates will also have the opportunity to develop aspects of the Core Skill *Working with Others*, as Outcomes 2 and 3 are undertaken on a group basis.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

In Outcome 1, a suitable instrument of assessment for Performance Criteria (a) and (b) could be restricted response questions. For Performance Criteria (c), the suggested instrument of assessment is practical exercises.

In Outcome 2, the suggested instrument of assessment for Performance Criteria (a) and (b) is practical exercises. The ASP for this Unit provides useful checklists and guidance for assessing candidate performance against Performance Criteria detailed in the statement of standards.

In Outcome 3 the suggested instrument of assessment is a group performance. This should take place towards the end of the Unit, after candidates have developed the necessary skills and knowledge from Outcomes 1 and 2. The suggested instrument of assessment for Performance Criteria (c) is written and/or oral evidence.

Time should be allowed for any necessary re-assessment.

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)