



National Unit Specification: general information

UNIT Theatrical Design (SCQF level 6)

CODE F697 12

SUMMARY

This Unit offers candidates the opportunity to develop practical design skills, specialising in set, props, costume, lighting or sound design for a production. During the Unit, candidates will create a folio of design work. Candidates will carry out research, explore a text, create designs and drawings, and work as part of a production team for a theatre production. Working with others, candidates will have the opportunity to develop communication skills in on-going liaison with fellow members of the production team.

This is an optional Unit within the National Certificate in Technical Theatre (SCQF level 6) and a mandatory Unit within the National Progression Award in Technical Theatre in Practice (SCQF level 6). It may also be taken as a free standing Unit.

This Unit is suitable for candidates who have previous experience in theatre production skills and an interest in developing practical design skills. This Unit may be taken as part of a wider programme of study, for vocational reasons or as a leisure interest

OUTCOMES

- 1 Demonstrate knowledge and understanding of theatrical design.
- 2 Demonstrate an ability to match a theatrical design to a text and performance space for a production.
- 3 Produce final designs in liaison with the director and/or production team.
- 4 Communicate designs and oversee their realisation for a production.

RECOMMENDED ENTRY

Entry is at the discretion of the centre

Administrative Information

Superclass: LE

Publication date: July 2010

Source: Scottish Qualifications Authority

Version: 02

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at SCQF level 6 (6 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 candidate to develop aspects of the Core Skills in:

- ◆ Communication
- ◆ Problem Solving
- ◆ Working with Others

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

National Unit Specification: statement of standards

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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 1

Demonstrate knowledge and understanding of theatrical design.

Performance Criteria

- (a) Describe the role and function of theatrical design.
- (b) Describe the process of theatrical design.

OUTCOME 2

Demonstrate an ability to match a theatrical design to a text and a performance space for a production.

Performance Criteria

- (a) Select a design area and create an initial design from a given brief.
- (a) Produce a list of all design requirements and considerations.
- (b) Research and produce initial working designs/drawings within the constraints of the design brief.

OUTCOME 3

Produce final designs in liaison with the director and/or production team.

Performance Criteria

- (a) Attend and contribute to production meetings with director and/or production team.
- (b) Produce final drawings and designs relevant to the selected theatrical production area.

OUTCOME 4

Communicate designs and oversee their realisation for a production.

Performance Criteria

- (a) Explain designs to the appropriate team.
- (b) Review and modify design during realisation.

National Unit Specification: statement of standards (cont)

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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. Candidates will demonstrate an understanding of theatrical design including: the role of theatre design, the design process, the function of design, the personnel involved in the process and the constraints of eg materials, budget and timescale.

The evidence will be gathered under supervised conditions on one assessment occasion early in the delivery of the Unit.

For Outcomes 2, 3 and 4 candidates must opt for one specialism from set, props, costume, lighting or sound and undertake this design role for the remainder of the delivery time of the Unit.

Outcome 2

The following evidence is required for Outcome 2 in the form of a folio containing:

- ◆ Initial research/ideas
- ◆ Working designs/drawings showing experimentation with different ideas and materials
- ◆ A script annotated with reference to the chosen design area
- ◆ Initial list of questions to ask Director/Production team
- ◆ For each area, lists outlined below:

Set Design - a setting list, list of scenes or locations within the play

Prop Design - a props list detailing type of prop and how it will be used

Costume design - a character/actor list, costume list

Lighting Design - a list of lanterns and possible colours

Sound Design - a cue list of music/sound effects

Outcome 3

Performance evidence, supplemented by an Assessor Observation Checklist, is required for Performance Criteria (a). Candidates will attend and contribute to production meetings and communicate their design ideas effectively using the design folio created in Outcome 2.

National Unit Specification: statement of standards (cont)

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For Performance Criteria (b), product evidence is required, as follows:

Set design: A scaled ground plan and model. Suggested construction materials must be explained by the candidate.

Prop design: A final props list including detailed information on: period, type, style and/or construction for each prop required (minimum 10 props).

Costume design: Final detailed costume list. Final costume designs - including suggestions for materials and colours - for a minimum of 5 different costumes.

Lighting design: Final lighting plot, which must include 3 different types of lanterns, a minimum of 4 different lighting states, a minimum of 12 lanterns and clear explanation of colours to be used for each lantern.

Sound design: Final sound plot of music/sound effects, including details of description, source and duration. There must be a minimum of 10 items on the plot, 5 of which must be created and complete.

Outcome 4

Performance evidence, supplemented by an Assessor Observation Checklist, is required for Outcome 4. The candidate will, in the context of a meeting, communicate their designs to the appropriate construction team. During subsequent meetings any modifications or review of the final designs will be undertaken as the process of realisation takes place.

This evidence will be gathered in supervised conditions towards the end of the Unit.

National Unit Specification: support notes

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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

The content and context for the delivery of this Unit will depend on the type of production. It is important that tutors choose a production with appropriate design requirements, so that candidates can fully demonstrate their design potential. This Unit would lend itself to effective delivery across a number of complementary curricular areas, eg Art and Design or Craft and Design Technology.

This Unit gives candidates the opportunity to work as part of a production team. They will also be expected to work on their own and use their own initiative in fairly complex situations. Candidates will undertake the role of a designer within the context of the rehearsal and production process.

The Unit should be delivered in line with the production schedule and adequate time should be allocated to each stage of the process and for assessment to take place before the next stage commences.

Outcome 1

Knowledge and understanding of the design process can be supported by a series of practical exercises and tutor-led demonstrations. Experimentation should be encouraged, and this could be done in small groups.

Outcome 2

Through exploration of a script, candidates should be able to understand the nature, style and design requirements of the script in relation to the production or project.

A design brief will be necessary in order to inform and lead candidates. Candidates should use the design brief to guide the development of the design for production.

Outcome 3

Candidates should be able to communicate their design concepts effectively to the director and/or production team. Only when the director, designer and production team are clear on the design can the design be developed and then finalised.

It is important at this stage that the candidate is aware of all of the requirements of a design brief to ensure that budgets, timescales and scale of design are within reason. At the end of this stage designs should be complete and ready for construction/realisation.

National Unit Specification: support notes (cont)

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Outcome 4

Candidates should effectively communicate their final designs to the appropriate team to enable the final pre-production stage to begin. It is important that during realisation the candidate offers advice and makes changes and modifications to their design if suggested by the team.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Most of the Unit should consist of practical work and discussion. Initial work on developing knowledge and understanding of the design process can be delivered as a series of exercises, as well as tutor led demonstration.

Candidates should be aware from the outset that they are working towards a production. It is essential to set up regular production meetings to allow candidates the opportunity to find out more about the production, the style, the budget, space available to work in and any specific information required. Planning and preparation are key features of this Unit.

There should be opportunities for the candidate to carry out research on the production, using a variety of methods. It would be useful for candidates to visit a theatre which has design departments, or to meet experienced designers.

The Unit should be delivered in the context of the production process. It is recommended that candidates are given ownership of the process, but feel fully supported in relation to completing each Outcome at the correct stage in the production. Candidates should be encouraged to take responsibility for their own learning and understand that designing for the stage is about discovering solutions to problems as part of a team and on their own initiative.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

This Unit offers opportunities for candidates to develop aspects of the Core Skill *Communication* through the requirement to produce written and/or oral evidence for Outcome 1. Candidates will work as part of a production team during the delivery of this Unit. This offers opportunities to develop aspects of the Core Skill *Working with Others*.

The importance of planning and preparation is integral to this Unit. Candidates are organising and carrying out tasks and reviewing their design folio on an on-going basis. This offers valuable opportunities to develop aspects of the Core Skill *Problem Solving*.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The suggested instrument of assessment for Outcome 1 is a series of short answer questions.

For Outcomes 2, 3 and 4 the suggested instrument of assessment is a series of practical assignments.

Time should be allowed for any necessary reassessment.

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

History of changes:

Version	Description of change	Date
02	Changes made to simplify and clarify the evidence requirements	15/07/2010