

Drama Skills

SCQF: level 6 (9 SCQF credit points)

Unit code: J28T 76

Unit outline

The general aim of this Unit is to provide learners with the skills, knowledge and understanding to create and present drama through the use of complex drama skills. Learners will respond to stimuli, including text, generate ideas and use complex drama skills to portray character. Learners will explore the social and cultural influences on drama. They will learn how to analyse and evaluate their use of drama skills and the drama skills of others.

Learners who complete this Unit will be able to:

- 1 Apply complex drama skills
- 2 Contribute creatively to the drama

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Drama Course or relevant Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Apply complex drama skills by:

- 1.1 Responding to stimuli, including text, to develop ideas for drama
- 1.2 Exploring form, genre, structure and style
- 1.3 Developing and communicating ideas

Outcome 2

The learner will:

2 Contribute creatively to the drama by:

- 2.1 Planning, devising and directing a drama
- 2.1 Using complex acting skills to portray character to an audience
- 2.3 Evaluating their own work and that of others

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will be a combination of written, oral, recorded and practical evidence. For this Unit, learners will be required to provide evidence of:

- ◆ responding creatively to stimuli, including text
- ◆ using a range of skills in acting, design and directing
- ◆ the ability to evaluate their own work and that of others

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning and teaching

This section provides advice and guidance and some examples of approaches to learning and teaching that could be used to deliver this Unit.

Sequencing and timing

This Unit consists of two Outcomes for which the learning and teaching could be approached in a variety of ways. The Outcomes are, however, designed to be assessed sequentially. There is no specific amount of time set aside for the learning and teaching of each Outcome. This will depend on the needs of the learners and their prior skills, knowledge and understanding.

Possible approaches to learning and teaching

The main focus of this Unit will be the development of knowledge and understanding of the process involved in creating drama (the drama process) through response to stimuli and/or texts.

It is important for the teacher/lecturer to review the starting point of each learner. To this end, introductory activities could take place as a base for development. This also allows the teacher/lecturer to put differentiated activities into place in order to support those learners with additional learning needs.

There are a variety of introduction activities available to help encourage trust, communication and working with others. For example, short role plays, improvisation scenarios, incorporating drama skills such as structure, form, genre and style will help learners work together. Learners should also be encouraged to reflect on their own work and that of others.

This will establish a starting point for each learner. At this stage, learners should be experimenting with voice and movement techniques. At this point teachers/lecturers could also introduce stimuli. This could be a selection of stimuli for the learners to read or look at and discuss. For example, the stimuli could reflect the interests of the learners, such as, the geographical location or prior experience.

This may allow the teacher/lecturer to identify a selection of stimuli and/or text in which learners have expressed an interest. It is also important to ensure that the stimuli chosen provide opportunities for learners to portray characters and contain sufficient challenge for the learners at this level.

Learners could respond to the social and cultural influences for their chosen stimuli by discussing/researching issues and characters, and so forth.

Learners could be given an area to research either individually or in groups. The results of this research could be presented back to class in a variety of ways, such as PowerPoint presentations, directly addressing the class, or in other visual ways. The information from the presentations could be held centrally as an information resource and also for teachers/lecturers to use for assessing learners' work.

Following the presentations, it would be expected that several ideas would emerge. These ideas would be deliberated and discussed. Practical activities could also be used to explore and develop the ideas. Through these activities, learners could develop an understanding of the characters involved and the thinking behind characters' actions and reactions. The information gained from these activities may inform their portrayal of the characters.

Learners could then explore the relevant form, structure, genre, style and techniques they need to incorporate in order to communicate their chosen ideas. Learners may develop preliminary devised work to share with the class on their initial ideas. After informal presentations, the whole class or individual groups could decide on the most successful form, structure, genre, style and techniques to work with. Using self and peer-evaluation will help learners come to their final concepts.

At this point the teacher/lecturer may develop some activities to support the learners in creating and developing portrayal of character — for example, hot seating, character cards and role play.

After learners have experienced at least two stimuli and/or texts, they will discuss and reflect on the skills used and appropriate improvements. A final concept can then be pursued. Learners will select the stimuli and/or texts, ideas, dramatic techniques and characters they wish to use.

Learners or the teacher/lecturer will then identify the section of the drama for which they will assume individual directorial responsibility. Some differentiation will occur here. Again, learners may need support from the teacher/lecturer to establish positive strategies for working together as director and actors.

This will be an ongoing reflective process, with improvements being made on a daily basis as learners rehearse, make informal presentations of work and discuss progress.

Once learners have created their drama, they could present it to their peers, a younger age group, invited audience or the teacher/lecturer.

If this Unit is being taught concurrently with Drama: Production Skills, it would be possible for other learners to undertake production roles during the rehearsal process. They would then combine with the actors to create a presentation with added production elements.

After presenting, the learners will reflect on the work they have undertaken and presented. This could take the form of a written response to questions or a discussion with the teacher/lecturer and members of their group (this could be videoed or audio recorded or notes taken by the teacher/lecturer).

In this Unit, learners could be generating evidence for the assessment of Outcomes 1 and 2 during their ongoing class work. At appropriate opportunities, teachers/lecturers will gather evidence to ascertain whether learners have fulfilled the Assessment Standards for each Outcome.

It would be expected that teachers/lecturers would develop learners' understanding of the process of creating a drama, which could be identified as:

- ◆ responding to stimuli by offering ideas
- ◆ using dramatic conventions like narration, flash back and slow motion
- ◆ identifying appropriate ideas associated with the chosen stimuli and/or text
- ◆ decisions on key questions to be explored during the improvisation (what do they want the audience to gain from viewing their performance?)
- ◆ decision on performance style and genre
- ◆ decision on appropriate form and structure
- ◆ researching chosen stimuli and/or text

- ◆ ideas for characters and roles
- ◆ ideas for situations and setting
- ◆ selecting and rejecting ideas
- ◆ rehearsal strategies including opportunities for evaluation
- ◆ using characterisation techniques such as character cards, writing in role, hot-seating to add depth to characters
- ◆ using voice and movement skills to play the character
- ◆ ideas for design and technical aspects (this will enhance learners' knowledge for the Drama: Production Skills Unit or be suitable if both Units are being taught concurrently)
- ◆ presentation
- ◆ evaluation

Approaches to assessment and gathering evidence

The Unit is assessed on a pass/fail basis. Learners will be required to provide evidence of the achievement of each of the two Outcomes.

Learners could keep a log, or diary, in which they evaluate their ongoing progress. This log can be differentiated in that more support can be given to those learners who may need it in terms of shorter answers and more structured questions rather than an open-ended response.

Checklists, folios, research, PowerPoint presentations, essays, annotated scripts, dramatic commentary, viewing recorded performance, notes of discussions, notes of teacher/lecturer feedback, written evaluations and audience evaluations are other methods of collecting evidence.

When designed appropriately this range of candidate generated material can provide evidence of:

- ◆ responding to stimuli, including text, when creating drama
- ◆ developing awareness of social and cultural influences when creating drama
- ◆ gaining knowledge and understanding a range of production skills
- ◆ using evaluative skills within the creative process

Teacher observational checklists could further support evidence of:

- ◆ responding to stimuli, including text, when creating drama
- ◆ working with others to share and use drama ideas
- ◆ exploring drama form, structure, genre and style
- ◆ using a range of drama and production skills when presenting
- ◆ using evaluation skills within the creative process

The teacher/lecturer may also keep recorded evidence of discussions, rehearsals, feedback sessions, performances.

The assessment can take place on one occasion or over the whole Unit. It could be gathered in a folio as the Unit progresses or be created on one occasion when the teacher believes the learner is ready.

Assessment strategies and methods

Assessment should be carried out under supervision and it is recommended that the learner generates evidence for the Unit as a whole to minimise repetition and allow more time for learning.

Learners should have access to appropriate resources, during learning, teaching and assessment.

Assessors may provide advice and guidance to learners to help them solve technical problems.

Learners who fail to achieve all of the Assessment Standards within the Outcomes only need to be reassessed on those Assessment Standards they have not achieved.

Combining assessment within Units

As Units are delivered on a free-standing basis, teachers/lecturers will have more flexibility to develop approaches to delivering and assessing the Units as these will not need to be related to Course assessment. When assessment within the unit is holistic teachers and lecturers should take particular care to track the evidence for each individual outcome.

Equality and Inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Administrative information

Published: June 2020 (version 4.1)

Superclass: LC

History of changes to National Unit Specification

Version	Description of change	Date
2.0	Page1 — Unit outline section: minor rewording to correspond with change to Assessment Standard 1.1. Page 3 — Outcomes and Assessment Standards revised and reordered. Assessment Standard 1.4 removed. Evidence Requirements amended in line with changes to Assessment Standards. Page 4 — Numbering of skills for learning, skills for life and skills for work corrected.	April 2014
3.0	Level changed from Higher to SCQF level 6.	September 2018
4.0	Unit code updated	July 2019
4.1	Unit support notes added.	June 2020

This specification 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 can be downloaded from SQA's website at www.sqa.org.uk.

Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

© Scottish Qualifications Authority 2019, 2020