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## Drama Skills

**SCQF:** level 7 (12 SCQF credit points)

**Unit code:** J28V 77

## Unit outline

The general aim of this Unit is to help learners develop their knowledge and skills in devising, directing and performing in Drama through the exploration of one or more key practitioners.

They will explore a variety of methodologies, theatre practices and texts. They will analyse the role and craft of the actor, director and designer. In devising, they will use acting, directing and design skills to create a coherent theatrical statement. They will explore how meaning can be communicated to an audience through practical realisation of theatrical concepts. Learners will also evaluate and analyse the effectiveness of these concepts.

Learners who complete this Unit will be able to:

- 1 Apply a range of complex drama skills
- 2 Contribute creatively to the drama process

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:

- ◆ Higher 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 a range of complex drama skills by:

- 1.1 Exploring ideas for a drama in response to a variety of methodologies, theatre practices and texts of one or more key practitioners
- 1.2 Developing ideas based on research informed by one or more key practitioners

### Outcome 2

The learner will:

#### 2 Contribute creatively to the drama process by:

- 2.1 Planning, researching and devising drama informed by practices and methodologies of one or more theatre practitioners
- 2.2 Applying complex drama skills within a presentation
- 2.3 Evaluating their drama

## 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.

In this Unit, Evidence Requirements are as follows.

Evidence will be a combination of practical evidence and written or oral and/or recorded evidence.

In this Unit, learners will provide evidence of:

- ◆ responding creatively to theatre practices, methodologies and text
- ◆ using a range of complex drama skills in devising drama
- ◆ the ability to evaluate their own work

Through devised activities, learners will practically explore a variety of acting, directing and design concepts. They will independently create a devised drama production, using their dramatic interpretation of an idea through methodologies and theatre practices and text. This will explore how meaning can be communicated to an audience through practical realisation of their own interpretation of theatrical concepts. Using evaluation and analytical skills, they will write about the effectiveness of their concepts.

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**

5.4 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*.

# Administrative information

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**Published:** September 2019 (version 3.0)

**Superclass:** LC

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Outcome 1 revised. All Assessment Standards revised. Evidence Requirements revised.	Qualifications Development Manager	April 2015
3.0	Level changed from Advanced Higher to SCQF level 7 Unit code updated	Qualifications Manager	September 2019

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

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