

National 2 Performance Arts Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Performance Arts Course.

They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to enable learners to:

- ◆ demonstrate an awareness of the range of performance arts
- ◆ work imaginatively and develop individual creativity
- ◆ communicate thoughts, meaning and ideas through performance
- ◆ demonstrate skills in using techniques, processes, materials, media and technology to perform

Course activities also provide opportunities for learners to develop generic and transferable skills in planning, problem-solving, communication, literacy (in particular, listening and talking) and ICT. Learners will also have opportunities to develop skills in working independently and in collaborating and working with others, including recognising creativity and skills in the work of others.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work, including literacy, health and wellbeing and thinking skills in a contextualised, engaging and enjoyable way.

Progression into this Course

Entry to this Course is at the discretion of the centre.

This qualification is suitable for learners who want to develop their performance skills and to learn how to communicate thoughts, feelings and ideas through performance. It is suitable for learners with a general interest in the subject and for those wishing to progress to higher levels of study. It takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at a different pace.

This qualification may be suitable for learners who have successfully completed qualifications in creative arts, computing, craft, performance arts or related areas at SCQF level 1.

Experiences and outcomes

Experiences and outcomes from the early and first level expressive arts curriculum area, including dance, drama and music, may provide an appropriate basis for doing this Course. The following experiences and outcomes are particularly relevant:

- ◆ experiencing the energy and excitement of performing for audiences and being part of an audience for other people's performances
- ◆ the opportunity to choose and explore different performance activities
- ◆ inspired by a range of stimuli, an ability to express ideas, thoughts and feelings through performance
- ◆ an ability to work independently and with others in performance activities
- ◆ responding to the experiences of performance by discussing own thoughts and feelings

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

Skills, knowledge and understanding	Developing performance skills	Using performance skills	Contributing to a performance	Developing personal idea: performance art
Demonstrate an awareness of the range of performance arts	■	□	□	■
Ability to respond to a range of stimuli	■	■	□	□
Ability to participate in performance activities	■	■	■	■
Ability to express ideas and emotions through performance	■	■	□	■
Ability to use techniques, processes, materials, media and technology in performance	□	■	■	■

Key: ■ = significant opportunities to develop within the Unit
□ = some opportunities to develop within the Unit

Performance activities might include animation, comedy, dance, drama, music, mime, movement, puppetry, recital and song.

Materials and resources used in performance activities might include costume, electronically generated images, film, instruments, lighting, make-up, photography, props, stage sets and scenery, sound production (both physical and virtual).

Practical outcomes need not include finished work as long as they provide satisfactory visual evidence of the learner's personal work.

Suggested learning and teaching approaches for the development of the skills, knowledge and understanding for each Unit can be found in the *Unit Support Notes* and in the *Approaches to learning and teaching* section of this document.

Progression from this Course

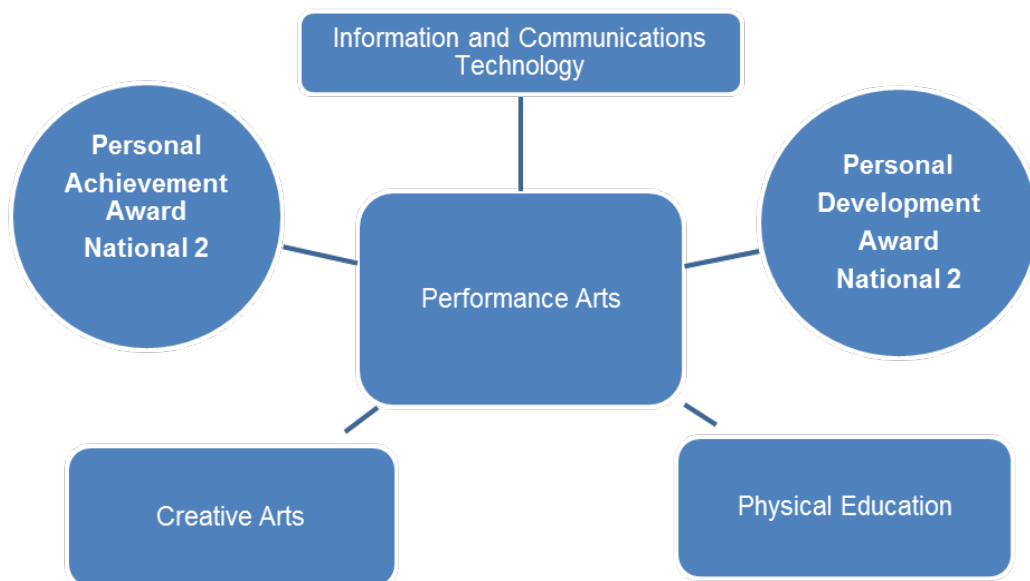
On successful completion of this Course, the learner could progress to:

- ◆ other Units, Awards and Courses at National 2
- ◆ National 2 Creative Arts Course
- ◆ National 2 Information and Communications Technology Course
- ◆ National 2 Physical Education Course
- ◆ National 3 Drama Course or its component Units
- ◆ National 3 Music Course or its component Units
- ◆ training and/or employment opportunities

Learners may progress to the full Course or to individual Units within same.

The following diagram shows other SQA Awards and Courses at National 2 which could provide opportunities for increasing breadth and depth of learning in subjects which have a creative focus at SCQF level 2.

Further details about these Awards and Courses can be found on the SQA website.



Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for Centres to manage.

Relationships between National 3 and National 2 Units

Some National 3 Units can substitute for the National 2 Units, and so contribute to the Course Award.

The table below shows the relationships between National 3 and National 2 Units.

National 2 Unit title	Substitute Unit from National 3
Using Performance Skills	Drama Skills
Using Performance Skills	Music Performance Skills
Using Performance Skills	Applied Music Technology
Using Performance Skills	Music Technology Skills

Alternatively a National 3 Unit may provide some evidence which can be used for a National 2 Unit but cannot be a substitute for it. Where this occurs, teachers/lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The skills-based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the Centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units

The timing and sequencing of the delivery and assessment of the Units is at the discretion of the Centre. However, learning and teaching approaches which provide opportunities to integrate skills wherever possible are suggested.

The Units can be taken as part of a cluster of Units within the Course framework. In this case it is suggested that the mandatory Unit, *Developing Performance Skills* could be delivered first, as this provides learners with opportunities to explore and develop performance techniques and ways of communicating ideas to an audience. Learners are also encouraged to express ideas in response to a range of stimuli.

The optional Units then provide opportunities for personalisation and choice and allow the learner to further develop and practice their skills through more directed learning as follows:

- ◆ the *Using Performance Skills* Unit provides opportunities for learners to develop an appreciation of how structure and form are used in the creation of a performance. In addition, the learner will have opportunities to develop skills in using performance styles, approaches and conventions when performing

- ◆ the *Contributing to a Performance* Unit provides opportunities for learners to collaborate with, and perform for, others within the context of a planned event which could be within the Centre and/or in the community. Learners can make an individual contribution to the event, or work as part of a group
- ◆ the *Developing Personal Ideas: Performance Art* Unit provides opportunities for learners to develop and perform ideas based on their personal interests, using techniques, processes, materials and resources as appropriate. The focus in this Unit is on individual activity

Learners also have the opportunity to take Units independently, and therefore Centres can combine Units to suit individual learner needs (for example, linking to other curriculum areas) and/or delivery patterns within the centre.

This flexibility means that study programmes can be developed which provide a pathway for each learner to focus on their particular strengths and interests, and to work with others and/or on individual activity as appropriate, and which allows integration of Units in respect of learning, teaching and assessment.

This not only allows personalisation and choice for the learner but also allows the Centre to develop, deliver and record each learner's progression and achievement through the Course.

When developing the approach to learning, teaching and assessment for each Outcome, it is suggested that teachers/lecturers consider the following issues:

- ◆ the range of performance arts skills, techniques, processes and materials available to the centre
- ◆ the resources available to the centre
- ◆ the extent to which cross-curriculum and/or interdisciplinary working can be offered (for example, across art, craft, drama, ICT, music, physical education)
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

The following examples provide illustrations of how possible learning pathways might be developed:

Indicative study programme 1 — completion of National 2 Performance Arts Course:

Developing skills within the theme of Music and Individual Activity

Unit title	Unit Outcomes	Example of learning activity
Developing Performance Skills (mandatory Unit)	1 Develop ideas for performance 2 Communicate ideas to an audience through performance	The learner chooses to make music to convey the idea of 'happiness' which involves: <ul style="list-style-type: none"> ◆ selecting appropriate music (can be own composition or an existing piece) ◆ selecting appropriate resources (instruments/percussion/music-making software) ◆ playing the music to an audience
Using Performance Skills (optional Unit 1)	1 Participate in performance activities 2 Demonstrate performance skills	The learner chooses to give an individual performance which involves: <ul style="list-style-type: none"> ◆ considering the range of instruments/technologies which could be used and making a selection ◆ identifying individual activities required which can include: <ul style="list-style-type: none"> ◆ selecting type of music to be played/created ◆ selecting instrument/technologies ◆ deciding the length of the performance/the location/ ◆ the way(s) in which they will perform the music ◆ practising playing the music ◆ giving a performance
Developing Personal Ideas: Performance Art (optional Unit 2)	1 Choose and develop a performance activity based on personal interest 2 Perform the selected activity	The learner chooses to sing to their own musical accompaniment which involves: <ul style="list-style-type: none"> ◆ choosing the topic/subject ◆ selecting appropriate song ◆ selecting appropriate music/instruments/technologies (for example, singing to a pre-recorded sound track) ◆ performing the song

For further information please refer to the relevant *Course Support Notes* and accompanying *Unit Support Notes*.

Indicative study programme 2 — completion of National 2 Performance Arts Course:

Developing skills within the theme of Drama and Working with Others

Unit Title	Unit Outcomes	Example of Learning Activity
Developing Performance Skills (mandatory Unit)	<p>1 Develop ideas for performance</p> <p>2 Communicate ideas to an audience through performance</p>	<p>The learner chooses to convey the idea of 'summer holiday' which involves:</p> <ul style="list-style-type: none"> ◆ considering how best to convey this through dramatic activity which could include verbally/ mime/dance/movement ◆ developing a performance piece which could include length/location/involvement of others ◆ selecting appropriate resources which could include costume/props/lighting/make-up ◆ performing the piece to an audience
Using Performance Skills (optional Unit 1)	<p>1 Participate in performance activities</p> <p>2 Demonstrate performance skills</p>	<p>The learner chooses acting and working with others which involves:</p> <ul style="list-style-type: none"> ◆ exploring the range of roles for self and others ◆ exploring the range of possible scenarios/contexts/scripts ◆ choosing a role and a character ◆ agreeing the script (original or existing) and the lines to be spoken by them ◆ learning their lines ◆ developing their character in terms of persona (for example, voice, mannerisms, costume, props) ◆ following stage directions ◆ rehearsing with others ◆ performing
Contributing to a Performance (optional Unit 2)	<p>1 Collaborate with others for a performance event</p> <p>2 Make an individual contribution to a performance event</p>	<p>The learner collaborates with others involved in the event which involves:</p> <ul style="list-style-type: none"> ◆ agreeing the date/theme/duration/structure of the event ◆ agreeing their contribution (which can be front stage or back of house) ◆ developing their stage performance (learning lines, character persona, costume, props, stage directions) <p>or:</p> <ul style="list-style-type: none"> ◆ developing their back-of-house activities (costume, lighting, make-up, music, props, stage management) ◆ rehearsing with others ◆ participating in the event

For further information please refer to the relevant *Course Support Notes* and accompanying *Unit Support Notes*.

Further information about integrating approaches to learning and teaching, assessment and gathering evidence can be found in the relevant *Unit Support Notes*.

Possible approaches to learning and teaching

It is important that learners have the opportunity to explore a range of performance arts activities and are provided with the opportunity to practice and consolidate these in different contexts. Teachers/lecturers should also ensure that learners' development of their skills and ideas is captured, as well as the final creative work (ie evidence of the process is as important as the performance produced) and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

A supportive learning environment is recommended to enable a learner to maximise their potential. This could include learning and teaching approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to performance activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for performance
- ◆ thematic or interdisciplinary approaches which build on the relationship between performance arts and other curriculum areas, such as creative arts, technology, health and wellbeing
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the performance activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out performance activities; learners could be asked to work in pairs or in groups
- ◆ using "real-life" and/or simulated environments to provide contexts for performance activities
- ◆ participating in drama/role-playing activities
- ◆ project/theme-based/interdisciplinary learning to apply performance skills to activities in other subject areas (for example, creating music in the creative arts subject area then performing the music at an end-of-session concert)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)

- ◆ using aural and visual media (including film, DVD, CD, in-house recordings, internet resources) to help learners visualise contexts for learning
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for performance activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ activities using instruments and associated equipment (for example, amplifiers/microphones/sound production equipment)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies to support performance activities (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of the above approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Cross-curriculum working

Opportunities for cross-curriculum working which can provide a framework for the development of integrated approaches to learning, teaching and assessment could also be considered. For example, learners could be involved in scheduled events which take place across the teaching year, which might include:

- ◆ seasonal fairs/celebrations
- ◆ shows and concerts
- ◆ fund raising
- ◆ other events within the centre and/or in the community

The range of contexts for learners to develop and practice their skills in association with these events could include:

Performance activity	Links to other curriculum areas
Creating short performances for advertising purposes	Creative Arts English and Communication Enterprise Information and Communications Technology Literacy
Creating individual and/or group performances	Creative Arts English and Communication Enterprise Information and Communications Technology Literacy P.E. Practical Craft Skills

Using costume, lighting, make-up, stage scenery, sets and props	Creative Arts Information and Communications Technology Practical Craft Skills
Extra-curricular activities (clubs/projects/events)	within the centre and/or within the community

Examples of learning and teaching contexts that could be used for the Units in this Course can be found in the *Unit Support Notes*.

Developing skills for learning, skills for life and skills for work

The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Course where there are appropriate opportunities.

Throughout this Course, there are significant opportunities to develop the following skills for learning, skills for life and skills for work:

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy	
<p>1.3 Listening and talking Listening is the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate.</p> <p>Talking is the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>The Course provides opportunities for teacher/lecturer — learner interaction, in terms of explaining the activity, inviting and answering questions, and eliciting from the learner the reasons for their choices, how they are developing their ideas and what their performance conveys.</p> <p>There are also opportunities for interaction with others through collaborative activities which could require input from others, or alternatively, provide opportunities for others to comment on the learner's work in progress, and vice versa.</p> <p>Text-based activities developed for the <i>Using Performance Skills</i> and the <i>Developing Personal Ideas: Performance Art</i> Units can provide the learner with opportunities to further develop their reading and writing skills.</p> <p>There are also opportunities to further develop reading and writing skills through links to the <i>Developing Skills in Creative Arts, Working with Images, Graphics and Sound</i> and <i>Creating Materials for Performance</i> Units at National 2.</p>
3 Health and wellbeing	
<p>3.1 Personal learning Being actively engaged in learning and how it can be planned, implemented and sustained, including following-up on curiosity, thinking constructively and learning from experience.</p>	<p>Learners have opportunities to participate in performance activities which require them to plan, organise, participate in and reflect on their work and that of others.</p> <p>This could include the development of a brief for the performance activity which addresses the following questions:</p> <ul style="list-style-type: none"> ◆ Who is it for? ◆ What do I have to do? ◆ What resources do I need?

	◆ What techniques will I use?
3.2 Emotional wellbeing Developing ways to manage your feelings; developing positive attitudes and resilience; building confidence.	Learners have the opportunity to develop their self-confidence through their participation in performance activities, which also allow them to practise their performance skills in different contexts.
5 Thinking skills	
5.1 Remembering The ability to identify, recognise and recall sequences.	Learners can practise their performance skills, namely to recall the techniques, processes and steps involved in performance activities. This could include sustained work to create a series of performances.
5.3 Applying The ability to use existing information to solve a problem in a different context; to plan, organise and complete a task.	Learners can apply their performance skills to a range of activities provided by the Units. This could include the learner observing/reviewing the work of others and applying new ideas/techniques/skills to their own work.
5.5 Creating The ability to make, write, say or do something new.	Learners can apply their skills and knowledge to create new work through performance.

There will be opportunities to use other skills for learning, skills for life and skills for work throughout this Course. Where this happens, teachers/lecturers should ensure that learners are aware of this and work with them to develop these as well. This might include the following:

Health and wellbeing

3.3 Physical wellbeing

Performance activities which involve physical activity and movement can provide opportunities for the learner to develop and practise their skills and to make the most of positive aspects such as enjoyment and challenge.

3.5 Relationships

Opportunities to build the learner's social and working relationships, allowing them to practise their interpersonal skills, can be provided through collaborative performance activities.

4 Employability, enterprise and citizenship

4.3 Working with others

Performance activities can be devised to provide opportunities for learners to develop their skills in working with others, which can include activities which require working co-operatively in the use of resources, sharing resources, and encouraging consideration of other learners' work and skills. This can also

include peer example, review and support. The *Contributing to a Performance Unit* also provides specific opportunities for collaborative working.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure that they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods

There may be opportunities in the day-to-day delivery of the Units in the Course to gather evidence which satisfies a number of Units, a Unit of part of a Unit. This is naturally occurring evidence and teachers/lecturers are encouraged to record this where possible.

It is anticipated that assessment will be integrated with the approaches to learning and teaching adopted for the Units in the Course. Centres are therefore encouraged to consider at the outset the approaches to be adopted for assessment and the gathering of evidence for each Outcome.

Suggested approaches to assessment for any of the component Units could include:

- ◆ observation during practical activities (using an observational checklist, visual recording, photography or equivalent to capture evidence)
- ◆ peer assessment during and on completion of activities (including peer example, support and review)
- ◆ oral questioning during and on completion of activities (using a recording or transcript as evidence)
- ◆ learning and teaching activities which produce naturally occurring opportunities for assessment (for example, demonstration of skills, knowledge and understanding during the learning process)
- ◆ visual recording or photographing the learner's activities (both within and outwith the centre)
- ◆ using a project/extended activity to assess a range of outcomes or units
- ◆ identifying opportunities for assessment within "real world" activities and events (for example, coffee morning/seasonal fairs/seasonal celebrations/concerts/other events)
- ◆ identifying opportunities for assessment within extra-curricular activities both within the centre (for example school clubs) and within the community (for example, voluntary organisations, clubs)
- ◆ integrating assessment across curriculum areas (for example, a topic being studied in history could provide the context for performance-related activities)

It is recommended that centres adopt an approach to assessment which avoids duplication across the learner's journey, but which also allows the learner to demonstrate their best work. Assessment should also capture both the developmental process and the performance produced (ie both process and product).

Centres are also encouraged to consider the timing, duration and location of assessment to increase the flexibility of approaches to, and the range of opportunities for, assessment. Teachers/lecturers could also foster a common

understanding of assessment and ensure consistency of approach by sharing standards and moderation across their centre.

Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Combining assessment across Units

Gathering evidence

One approach to gathering evidence might involve creating a folio or workbook for each Unit or, alternatively, the learner could compile one folio or workbook which encompasses all work for all Units, provided evidence of completion of all Unit Outcomes is contained within the folio or workbook. This might be an appropriate approach where the learner chooses to develop a theme across all Units. Further advice about integration of Outcomes is provided in the *Unit Support Notes*.

The folio or similar method of collating evidence could comprise:

- ◆ written evidence (responses to quizzes, discrete tests)
- ◆ oral evidence from discussions between the teacher/lecturer and the learner, or between learners (this approach may be particularly useful to confirm understanding or to gather evidence from a learner whose written ability is limited)
- ◆ observation notes/checklists used during group or collaborative activities
- ◆ workbooks or jotters which show a collection of evidence generated during day-to-day teaching and learning activities
- ◆ computer generated assessment records (including printouts from simulations, games or digital activities)
- ◆ photographs of project (including development of ideas, experimentation with materials)
- ◆ computer-generated graphics
- ◆ a record of decisions taken about the work (compiled by the learner)
- ◆ a learner record (completed by the teacher/lecturer)
- ◆ photographs to record milestone achievement
- ◆ diagrams, illustrations and/or sketches
- ◆ visual recordings of practical activities
- ◆ learner responses to prompt questions before, during and on completion of activities

- ◆ reviews by others (including peer review, involvement of external specialists, other subject specialists if interdisciplinary working is involved)
- ◆ practical work (which need not include finished work as long as there is satisfactory visual evidence of the learner's personal work)

Evidence may be recorded in any form appropriate to the activity involved which can include: orally, in writing, electronically, on tape or film. Each learner's attainment must be recorded and evidence held to allow a final judgement of performance to be made against the specifications of assessment of a Unit or the Course. This means that the learner/teacher/lecturer must ensure that records of work are complete, relevant and available.

It is important that teachers/lecturers keep accurate records of their assessments to meet assessment standards and to support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ ensuring that the Unit and Course requirements and all aspects of assessment are fulfilled
- ◆ providing feedback on the effectiveness of teaching

Guidance on approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes*.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
- ◆ the use of ICT and other assistive technologies

It is recognised that Centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that Centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements section of SQA's website:
www.sqa.org.uk/sqa/14977.html.

Appendix 1: Suggested resources

Suggested organisation <i>(all available via the internet)</i>	Possible resources and/or support materials
BBC Schools: Learning Zone Websites for 11–16 year olds	Range of learning and teaching resources including creative activities packages, virtual tours
Channel 4 (learning website)	Range of learning and teaching resources including teacher packs and learner activities
Guardian Newspaper (learnthings website)	Range of learning and teaching resources, including activities, assessment and teacher packs
Khan Academy	Range of educational videos
Learning and Teaching Scotland	Range of learning resources across all Curriculum for Excellence curriculum areas
Royal Commission on the Ancient and Historical Museums of Scotland (scran website)	Library of images and media from museums, galleries, archives and the media
Schoolzone Educational Intelligence	Website offering a one-stop service for teachers by providing details of wide range of web-based resources
Tate Museum: learning for schools	Range of free resources for teachers, including activities, games, virtual tours of exhibits/curios

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Developing Performance Skills (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Developing Performance Skills* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The Developing Performance Skills (National 2) Unit is a mandatory Unit in the Performance Arts Course (National 2). The Developing Performance Skills (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Developing Performance Skills (National 2) Unit is to provide the learner with experiences in performing, by exploring and developing techniques used to communicate ideas through performance to an audience. The Unit will also encourage learners to express ideas in response to a range of stimuli. Performance skills can include dance, drama, music, movement, recital and song.

Learners who complete this Unit will be able to:

- 1 Develop ideas for performance
- 2 Communicate ideas to an audience through performance

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, performance arts, computing or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Performance Arts *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Performance Arts Course
- ◆ the National 2 Creative Arts Course
- ◆ Units within the National 2 English and Communication Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible, it is important that learners have the opportunity to experience a range of performance activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the performances produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to performance activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for performance
- ◆ thematic or interdisciplinary approaches which build on the relationship between performance arts and other curriculum areas such as creative arts, technology, craft, health and wellbeing
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the performance activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out performance activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out about how different performance genres require different skills, techniques and resources
- ◆ using real-life and/or simulated environments to provide contexts for performance activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply performance skills to activities in other subject areas (for example, conveying important moments in history through drama)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances, shows, events, exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for performance activities (for example, Scottish celebrations and events, religious festivals and events)

- ◆ activities using instruments and associated equipment (for example, amplifiers, microphones, sound production equipment)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using audio and visual media (including film, DVD, CD, music-related software, in-hour recordings, internet sources)
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording development of performances and rehearsals)
- ◆ using ICT and other technologies where appropriate (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in performance activities
- ◆ using a range of stimuli to encourage ideas for performance
- ◆ reviewing learners' work and offering feedback by recording the learner's progression before, during and after activities (to monitor progress, allow learner self-reflection/evaluation, and provide other learner/peer feedback and assessment)
- ◆ links to enterprise activities (for example, setting up a small production company to tour centres and/or the community)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for performance are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Individual Outcomes approach

Outcome 1: <i>The learner will develop ideas for performance by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>1.1 Responding to a range of stimuli</p> <p>1.2 Choosing a performance activity</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ respond to a range of stimuli which could be oral and/or visual ◆ explore a range of performance activities ◆ select a performance activity <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of activity, including questions/prompts which will lead the learner through the decision-making process in clear stages.</p> <p>While the learner can choose the activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the assessment standards.</p>	<p>The learner responds appropriately to given stimuli which could include:</p> <ul style="list-style-type: none"> ◆ speaking ◆ singing ◆ using musical instruments including percussion ◆ using music-making software ◆ using mime and/or facial expressions ◆ using movement including dance <p>and explores a range of performance activities which could include:</p> <ul style="list-style-type: none"> ◆ speaking ◆ singing ◆ using musical instruments including percussion ◆ using music-making software ◆ using mime and/or facial expressions ◆ using movement including dance <p>The learner chooses music as a performance activity.</p>

Outcome 2: Communicate ideas to an audience through performance by:		
Assessment Standard	Explanation of Standard	Example of learning activity
2.1 Using techniques appropriate to the performance activity	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ choose the techniques to be used for the chosen performance activity ◆ use the selected techniques to carry out the performance activity <p>The teacher/lecturer can negotiate appropriate techniques with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the assessment standards.</p>	<p>The learner chooses to create a piece of original music which involves:</p> <ul style="list-style-type: none"> ◆ choosing a topic/theme and/or developing a personal idea ◆ choosing resources, for example: using instruments, percussion, ◆ music-making software ◆ deciding on the length of the piece <p>The learner uses music-making software application to create a piece of music to express their chosen topic, theme, idea</p>
2.2 Expressing ideas through the performance activity	<p>The learner has the opportunity to perform their ideas through the chosen performance activity.</p>	<p>The learner plays the piece of music to an audience which could include:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer ◆ peers ◆ external visitors ◆ guests/subject specialists ◆ others as appropriate

Illustration 2: An Integrated Outcomes approach

Outcome 1: <i>The learner will develop ideas for performance</i> and Outcome 2: <i>Communicate ideas to an audience through performance by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Responding to a range of stimuli 1.2 Choosing a performance activity 2.1 Using techniques appropriate to the performance activity 2.2 Expressing ideas through the performance activity	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ respond to a range of stimuli which could be oral and/or visual ◆ explore a range of performance activities ◆ select a performance activity ◆ choose the techniques to be used for the chosen performance activity ◆ use the selected techniques to carry out the performance activity ◆ perform their ideas through the chosen performance activity <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of activity, including questions/prompts which will lead the learner through the decision-making process in clear stages.</p> <p>While the learner can choose the activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate techniques with the learner, giving due consideration to the</p>	<p>The learner chooses to create a puppet show for the end-of-session concert which involves:</p> <ul style="list-style-type: none"> ◆ choosing and developing a topic, theme or idea ◆ selecting puppets (for example, making original puppets or using existing) ◆ deciding on the length, format or script for the show (which could be oral and visual or visual with music) ◆ selecting appropriate resources (which could include making scenery/props) ◆ rehearsing the puppet show ◆ giving the puppet show at the concert

	learner's ability to generate sufficient evidence to meet the Assessment Standards.	
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Note: This Unit could also be linked to activities in other National 2 Units as shown below:

- ◆ Creating Text
- ◆ Developing Skills in Creative Arts
- ◆ ICT Applications
- ◆ Multimedia Applications
- ◆ Practical Craft Skills: Making a Craftwork Item
- ◆ Using Performance Skills
- ◆ Working with Images, Graphics and Sound
- ◆ Working with Textiles

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of performance development, and this could be provided as part of the ongoing assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their performance activities as well as the performance itself.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements

- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of performance activities, techniques, processes and materials available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the Learning, Teaching and Assessment section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT including adaptive technologies such as braille and assistive technologies such as voice activated software to support learners with limited capacities to write
- ◆ the use of oral and/or visual activities for learners who have difficulty reading and writing
- ◆ the use of specialised and adapted equipment and other aids to learning
- ◆ practical support provided by the teacher/lecturer/others involved in the delivery of learning, teaching and assessment activities

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Using Performance Skills (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Using Performance Skills* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Using Performance Skills* (National 2) Unit is an optional Unit in the National 2 Performance Arts Course. The *Using Performance Skills* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to provide opportunities for the learner to develop an appreciation of the processes involved in the creation of a performance. They will learn how to appreciate performance styles, approaches and conventions and to use performance skills in a range of contexts. Performance skills can include dance, drama, music, movement, recital and song,

Learners who complete this Unit will be able to:

- 1 Participate in performance activities
- 2 Demonstrate performance skills

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, performance arts, computing or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Performance Arts *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the contexts which are most appropriate to provide opportunities for the development of skills, knowledge and understanding in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. They must, however, provide evidence of all Outcomes and the Assessment Standards in the Unit.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Performance Arts Course
- ◆ the National 2 Creative Arts Course
- ◆ Units within the National 2 English and Communication Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible, it is important that learners have the opportunity to experience a range of performance activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the performances produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to performance activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for performance
- ◆ thematic or interdisciplinary approaches which build on the relationship between performance arts and other curriculum areas such as creative arts, technology, craft, health and wellbeing
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the performance activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out performance activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out about how different performance genres require different skills, techniques and resources
- ◆ using real-life and/or simulated environments to provide contexts for performance activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply performance skills to activities in other subject areas (for example, conveying important moments in history through drama)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for performance activities (for example, Scottish celebrations and events, religious festivals and events)

- ◆ activities using instruments and associated equipment (for example, amplifiers, microphones, sound production equipment)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using audio and visual media (including film, DVD, CD, music-related software, in-hour recordings, internet sources)
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording development of performances and rehearsals)
- ◆ using ICT and other technologies where appropriate (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in performance activities
- ◆ using a range of stimuli to encourage ideas for performance
- ◆ reviewing learners' work and offering feedback by recording the learner's progression before, during and after activities (to monitor progress, allow learner self-reflection/evaluation, and provide other learner/peer feedback and assessment)
- ◆ links to enterprise activities (for example, setting up a small production company to tour centres and/or the community)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for performance are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Individual Outcomes approach

Outcome 1: <i>The learner will participate in performance activities by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>1.1 Choosing a performance activity</p> <p>1.2 Exploring the possibilities for participation appropriate to the performance activity</p> <p>1.3 Identifying individual activities in respect of the performance activity</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select a performance activity ◆ select individual activities appropriate to the performance activity <p>The teacher/lecturer can:</p> <ul style="list-style-type: none"> ◆ offer the learner guidance on an appropriate choice of performance activity, including questions/prompts which will lead the learner through the decision-making process in clear stages ◆ negotiate appropriate individual activities with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards <p>While the learner can choose the performance activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p>	<p>The learner responds by choosing drama and decides to play a part which involves:</p> <ul style="list-style-type: none"> ◆ selecting the dramatic genre ◆ selecting a dramatic work (original or existing) ◆ selecting their role ◆ deciding on the nature of the performance (an individual performance or performing as part of a group) ◆ selecting the resources required (space, props, costume)

Outcome 2: Demonstrate performance skills by:		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>2.1 Selecting styles, conventions, structures or forms appropriate to the performance activity</p> <p>2.2 Carrying out individual activities</p> <p>2.3 Using available resources appropriate to the performance activity</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select ways of performing appropriate to the performance activity ◆ develop their performance ◆ choose appropriate resources ◆ use appropriate resources in their performance <p>The teacher/lecturer can:</p> <ul style="list-style-type: none"> ◆ offer the learner guidance on appropriate choices, including questions/prompts which will lead the learner through the decision-making process in clear stages ◆ negotiate appropriate resources with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the assessment standards <p>While the learner can choose the performing styles, it would be reasonable for the choices the learner makes to be those where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p>	<p>The learner develops their character which involves:</p> <ul style="list-style-type: none"> ◆ choosing mannerisms, voice, movements appropriate to the role ◆ choosing costume, props, scenery, sets, lighting appropriate to the role ◆ agreeing their lines ◆ following stage direction and plays their part within the dramatic piece
<p>2.4 Participating in a rehearsal period for the performance activity</p>	<p>The learner has the opportunity to rehearse their work prior to performance.</p> <p>The teacher/lecturer can offer the learner guidance on the duration of the rehearsal period, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner rehearses which involves:</p> <ul style="list-style-type: none"> ◆ following stage direction ◆ playing their part within the dramatic piece

2.5 Giving a performance	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ perform for others ◆ carry out the individual activities ◆ use appropriate resources in the performance 	<p>The learner performs to an audience which can comprise:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer ◆ peers ◆ external visitors, guests, subject specialists ◆ others involved in the learning, teaching and assessment activities
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Illustration 2: An integrated Outcomes approach:

<p>Outcome 1: <i>The learner will participate in performance activities and</i> Outcome 2: <i>Demonstrate performance skills by:</i></p>		
Assessment Standard	Explanation of Standard	Example of Learner Activity
<p>1.1 Choosing a performance activity</p> <p>1.2 Exploring the possibilities for participation appropriate to the performance activity</p> <p>1.3 Identifying individual activities in respect of the performance activity</p> <p>2.1 Selecting styles, conventions, structures or forms appropriate to the performance activity</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select a performance activity ◆ consider a range of options ◆ select a range of activities ◆ select ways of performing appropriate to the performance activity ◆ develop their performance ◆ choose appropriate resources ◆ use appropriate resources in their performance ◆ rehearse their work prior to performance ◆ perform for others <p>The teacher/lecturer can:</p> <ul style="list-style-type: none"> ◆ offer the learner guidance on an appropriate choice of performance activity, including questions/prompts which will lead the learner through the decision-making process in clear stages ◆ negotiate appropriate individual activities with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards 	<p>The learner chooses dance as a group performance activity which involves:</p> <ul style="list-style-type: none"> ◆ agreeing on a dance style ◆ deciding on the nature and length of the performance ◆ choosing appropriate music ◆ choosing appropriate resources (costume/props) ◆ developing a dance routine with others ◆ rehearsing the routine with others ◆ performing to an audience <p>The audience can comprise:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer ◆ peers ◆ external visitors, guests, subject specialists ◆ others involved in the

2.2 Carrying out individual activities	♦ offer the learner guidance on appropriate choices, including questions/prompts which will lead the learner through the decision-making process in clear stages	learning, teaching and assessment
2.3 Using available resources appropriate to the performance activity	♦ negotiate appropriate resources with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards	
2.4 Participating in a rehearsal period for the performance activity	While the learner can choose the performance activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	
2.5 Giving a performance	While the learner can choose the performing styles, it would be reasonable for the choices the learner makes to be those where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	
	The teacher/lecturer can offer the learner guidance on the duration of the rehearsal period, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	

Note: This Unit could also be linked to activities in other National 2 Units as shown below:

- ♦ Creating Materials for Display
- ♦ Creating Materials for Performance
- ♦ Developing Performance Skills
- ♦ Working with Textiles

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of performance development, and this could be provided as part of the ongoing assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their performance activities as well as the performance itself.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of performance skills, techniques, processes and materials available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies such as voice activated software to support learners with limited capacities to write
- ◆ the use of oral and/or visual activities for learners who have difficulty reading and writing
- ◆ the use of specialised and adapted equipment and other aids to learning
- ◆ practical support provided by the teacher/lecturer/others involved in the delivery of learning, teaching and assessment activities

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Contributing to a Performance (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Contributing to a Performance* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The Contributing to a Performance (National 2) Unit is an optional Unit in the Performance Arts (National 2) Course. The Contributing to a Performance (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Contributing to a Performance (National 2) Unit is to allow the learner to contribute to a performance by participating in a planned performance activity to an audience. The size of the audience can be appropriate to the performance activity. Learners will co-operate and collaborate with others in sustained activity before, during and after the event. Performance activities can include dance, drama, music, movement, recital, song, costume-making, make-up, lighting, scenery, and props.

Learners who complete this Unit will be able to:

- 1 Collaborate with others for a performance event
- 2 Make an individual contribution to a performance event

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, performance arts, computing or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Performance Arts *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Performance Arts Course
- ◆ National 2 Creative Arts Course
- ◆ other Units, Awards and Courses at National 2

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible, it is important that learners have the opportunity to experience a range of performance activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the performances produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to performance activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for performance
- ◆ thematic or interdisciplinary approaches which build on the relationship between performance arts and other curriculum areas such as creative arts, technology, craft, health and wellbeing
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the performance activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out performance activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out about how different performance genres require different skills, techniques and resources
- ◆ using real-life and/or simulated environments to provide contexts for performance activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply performance skills to activities in other subject areas (for example, conveying important moments in history through drama)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances, shows, events, exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for performance activities (for example, Scottish celebrations and events, religious festivals and events)

- ◆ activities using instruments and associated equipment (for example, amplifier, microphones, sound production equipment)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using audio and visual media (including film, DVD, CD, music-related software, in-hour recordings, internet sources)
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording development of performances and rehearsals)
- ◆ using ICT and other technologies where appropriate (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in performance activities
- ◆ using a range of stimuli to encourage ideas for performance
- ◆ reviewing learners' work and offering feedback by recording the learner's progression before, during and after activities (to monitor progress, allow learner self-reflection/evaluation, and provide other learner/peer feedback and assessment)
- ◆ visits to performance venues and/or associated companies (for example, set designers, costume hirers)
- ◆ using internet sites related to lighting, media, set design, props and costume design as sources of information and to encourage ideas for performance
- ◆ links to enterprise activities (eg setting up small production company to tour centres)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for performance are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

It is suggested that developing an integrated approach to learning and teaching, assessment and gathering evidence would be most appropriate for this Unit.

Examples of how this might be developed are provided as follows:

Illustration 1: Contribution to a planned event — back of house activities

Outcome 1: <i>Collaborate with others for a performance event</i> And Outcome 2: <i>Make an individual contribution to a performance event by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Contributing to the preparation process for the performance event 1.2 Negotiating individual tasks appropriate to the performance event 2.1 Selecting and using appropriate skills to complete the individual tasks 2.2 Selecting and using available resources appropriately 2.3 Participating in a rehearsal period 2.4 Participating in the performance event	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ collaborate with others involved in the event ◆ agree individual tasks in respect of the event ◆ identify skills/resources required ◆ use skills/resources appropriately ◆ rehearse with others involved in the event ◆ participate in the performance event by using the selected skills/resources to carry out the agreed tasks <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of tasks, including questions/prompts which will lead the learner through the decision-making process in clear stages.</p> <p>While the learner can choose the tasks, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner contributes to the decision-making process as appropriate – this may be at centre level or class level, or as an individual depending on the nature of the performance event involved. This can include:</p> <ul style="list-style-type: none"> ◆ agreeing the date, theme, duration, structure of the event as appropriate ◆ agreeing the theme, topic, performance genre as appropriate ◆ making a contribution as an individual or as part of a group ◆ identifying the resources required (space, props, costume, lighting) <p>The learner agrees that their contribution will be to:</p> <ul style="list-style-type: none"> ◆ help develop the make-up designs for the dancers in the end-of-session concert ◆ apply make-up to two of the dancers taking part <p>which involves the learner:</p> <ul style="list-style-type: none"> ◆ following directions for the make-up effects required ◆ applying the make-up to the two

	<p>The teacher/lecturer can offer the learner guidance on the duration of the rehearsal period, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p> <p>The learner has the opportunity to participate in the performance event by using the selected skills to carry out the agreed activity.</p>	<p>dancers appropriately at agreed points: initial trial, the dress rehearsal and the performance event itself</p>
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Illustration 2: Contribution to a planned event — onstage activities

<p>Outcome 1: <i>Collaborate with others for a performance event</i> And Outcome 2: <i>Make an individual contribution to a performance event by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learner activity
1.1 Contributing to the preparation process for the performance event	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ collaborate with others involved in the event ◆ agree individual tasks in respect of the event ◆ identify skills/resources required ◆ use skills/resources appropriately ◆ rehearse with others involved in the event ◆ participate in the performance event by using the selected skills/resources to carry out the agreed tasks <p>The teacher/lecturer can offer the learner guidance on an appropriate choice of tasks, including questions/prompts which will lead the learner through the decision-making process in clear stages.</p> <p>While the learner can choose the tasks, it would be reasonable for the choice the learner makes to be one where</p>	<p>The learner contributes to the decision-making process as appropriate – this may be at centre level or class level, or as an individual depending on the nature of the performance event involved. This can include:</p> <ul style="list-style-type: none"> ◆ agreeing the date, theme, duration, structure of the event as appropriate ◆ agreeing the theme, topic, performance genre as appropriate ◆ making a contribution as an individual or as part of a group ◆ identifying the resources required (space, props, costume, lighting) <p>The learner agrees that their contribution will be to act as 'MC' for the end of session show which involves:</p>
1.2 Negotiating individual tasks appropriate to the performance event		
2.1 Selecting and using appropriate skills to complete the individual tasks		
2.2 Selecting and using simple available resources appropriately		

2.3 Participating in a rehearsal period	the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ opening the show by welcoming the audience ◆ introducing each performer/act ◆ running the raffle at the interval ◆ closing the show by thanking the audience
2.4 Participating in the performance event	The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	which involves the learner:
	The teacher/lecturer can offer the learner guidance on the duration of the rehearsal period, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ developing a script (which can be their own work or be prepared by others) ◆ choosing their costume(s) for their allotted slots ◆ rehearsing with others at agreed points: for example, initial run-through, the dress rehearsal ◆ participating in the performance event itself
	The learner has the opportunity to participate in the performance event by using the selected skills to carry out the agreed activity.	

Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Creating Text
- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ ICT Applications
- ◆ Developing Performance Skills
- ◆ Using Performance Skills
- ◆ Working with Images, Graphics and Sound
- ◆ Working with Textiles
- ◆ Practical Craft Skills: Working with Craft Tools - An Introduction
- ◆ Practical Craft Skills: Working with Materials
- ◆ Practical Craft Skills: Making a Craftwork Item

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of performance development, and this could be provided as part of the ongoing assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their performance activities, as well as the performance itself.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view. Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers

consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of performance skills, techniques, processes and materials available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT, including adaptive and assistive technologies as appropriate
- ◆ the use of specialised and adapted equipment
- ◆ practical support provided by the teacher/lecturer/others involved in the delivery of learning, teaching and assessment activities

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Developing Personal Ideas: Performance Art (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Developing Personal Ideas: Performance Art* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Developing Personal Ideas: Performance Art* (National 2) Unit is an optional Unit in the National 2 Performance Arts Course. The *Developing Personal Ideas: Performance Art* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to allow the learner to develop and perform their own ideas, based on personal interests, through exploring and using a selection of techniques, processes and materials. The learner will choose a theme for study and will develop performance activities in the context of the chosen theme. Performance activities can include dance, drama, music, movement, recital, and song.

Learners who complete this Unit will be able to:

- 1 Choose and develop a performance activity based on personal interest
- 2 Perform the selected activity

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, performance arts, computing or related areas at SCQF level 1.

This Unit may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Performance Arts *Course Support Notes*.

If the Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Performance Arts Course
- ◆ the National 2 Creative Arts Course
- ◆ Units within the National 2 English and Communication Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression to other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible, it is important that learners have the opportunity to experience a range of performance activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the performance produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to performance activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for performance
- ◆ thematic or interdisciplinary approaches which build on the relationship between performance arts and other curriculum areas such as creative arts, technology, craft, health and wellbeing
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the performance activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out performance activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out about how different performance genres require different skills, techniques and resources
- ◆ using real-life and/or simulated environments to provide contexts for performance activities
- ◆ participating in drama/role-play activities
- ◆ project, theme-based or interdisciplinary learning to apply performance skills to activities in other subject areas (for example, conveying important moments in history through drama)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for performance activities (for example, Scottish celebrations and events, religious festivals and events)

- ◆ activities using instruments and associated equipment (for example, amplifiers, microphones, sound production equipment)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using audio and visual media (including film, DVD, CD, music-related software, in-hour recordings, internet sources)
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording development of performances and rehearsals)
- ◆ using ICT and other technologies where appropriate (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in performance activities
- ◆ using a range of stimuli to encourage ideas for performance
- ◆ reviewing learners' work and offering feedback by recording the learner's progression before, during and after the activities (to monitor progress, allow learner self-reflection/evaluation, provide other learner/peer feedback and assessment)
- ◆ the compilation of a DVD personal to the learner which includes the development of ideas, the rehearsal(s) and performance(s) and which could be used as evidence of personal achievement (for parents, carers, peers, stakeholders) as well as for assessment and feedback.
- ◆ links to enterprise activities (for example, setting up a small production company to tour centres and/or the community)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for performance are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Individual Outcomes approach

Outcome 1: <i>Choose and develop a performance activity based on personal interest by:</i>		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>1.1 Choosing a performance activity</p> <p>1.2 Selecting and developing techniques, materials and resources to capture personal ideas</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select a performance activity ◆ explore ideas for performance <p>The teacher/lecturer can:</p> <ul style="list-style-type: none"> ◆ offer the learner guidance on an appropriate choice of activity, including questions/prompts which will lead the learner through the decision-making process in clear stages ◆ negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards <p>While the learner can choose the performance activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher/lecturer can negotiate appropriate techniques and materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<p>The learner chooses singing as a performance activity which involves:</p> <ul style="list-style-type: none"> ◆ choosing a subject/topic ◆ choosing the performance genre (individual/group/choir) ◆ deciding on the duration of the performance ◆ choosing the material for the performance (which can involve writing songs/music or using existing songs/music) ◆ identifying the resources required (space, props, stage set and/or scenery, costume, instruments, technologies)

Outcome 2: Perform the selected activity by:		
Assessment Standard	Explanation of Standard	Example of learning activity
2.1 Using selected techniques, materials and resources appropriately	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ demonstrate ways of performing appropriate to the performance activity ◆ perform their ideas through the chosen performance activity 	<p>The learner performs their chosen activity of singing by:</p> <ul style="list-style-type: none"> ◆ appropriate use of performance styles ◆ appropriate use of costume/props/scenery/sets/lighting
2.2 Conveying personal ideas through performance	<p>The teacher/lecturer can offer the learner guidance on appropriate performance styles, including questions/prompts which will lead the learner through the decision-making process in clear stages.</p> <p>While the learner can choose the performing styles, it would be reasonable for the choices the learner makes to be those where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p>	<p>The learner performs to an audience which could comprise:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer ◆ peers ◆ external visitors ◆ guests/subject experts ◆ others involved in the learning, teaching and assessment

Illustration 2: An integrated Outcomes approach:

<p>Outcome 1: <i>Choose and develop a performance activity based on personal interest</i> and Outcome 2: <i>Perform the selected activity by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
<p>1.1 Choosing a performance activity</p> <p>1.2 Selecting and developing techniques, materials and resources to capture personal ideas</p> <p>2.1 Using selected techniques, materials and resources appropriately</p> <p>2.2 Conveying personal ideas through performance</p>	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ select a performance activity ◆ explore ideas for performance ◆ demonstrate ways of performing appropriate to the performance activity ◆ Perform their ideas through the chosen performance activity <p>The teacher/lecturer can:</p> <ul style="list-style-type: none"> ◆ offer the learner guidance on an appropriate choice of activity, including questions/prompts which will lead the learner through the decision-making process in clear stages ◆ negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the assessment standards <p>While the learner can choose the performance activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p>	<p>The learner chooses a sponsored joke-telling session for a fundraising event which includes:</p> <ul style="list-style-type: none"> ◆ deciding on the length of the performance ◆ deciding on the material to be used in the performance (writing new jokes/using existing jokes) ◆ choosing costume, props, scenery, sets, lighting appropriate to the performance <p>The learner performs at the fundraising event</p>

	<p>The teacher/lecturer can negotiate appropriate techniques and materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p> <p>While the learner can choose the performing styles, it would be reasonable for the choices the learner makes to be those where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p>	
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Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Contributing to a Performance
- ◆ Creating Text
- ◆ Creating Materials for Performance
- ◆ Creating Materials for Display
- ◆ Developing Performance Skills
- ◆ Communications Applications
- ◆ Multimedia Applications
- ◆ Using Performance Skills
- ◆ Working with Digital Images
- ◆ Working with Images, Graphics and Sound
- ◆ Working with Textiles

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of performance development, and this could be provided as part of the ongoing assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their performance activities as well as the performance itself.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation by the teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of performance skills, techniques, processes and materials available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies such as voice activated software to support learners with limited capacities to write
- ◆ the use of oral and/or visual activities for learners who have difficulty reading and writing
- ◆ the use of specialised and adapted equipment and other aids to learning
- ◆ practical support provided by the teacher/lecturer/others involved in the delivery of learning, teaching and assessment activities

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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