



Contributing to a Performance with a Scottish Context (National 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: H6SW 72

Unit outline

The general aim of this Unit is to allow the learner to contribute to a Scottish themed 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

This Unit is an optional Unit of the National 2 Performance Arts Course, an optional Unit in the Scottish Studies Award at SCQF level 2 and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

Equality and inclusion

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

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Collaborate with others for a performance event by:

- 1.1 Contributing to the preparation process for the performance event
- 1.2 Negotiating individual tasks appropriate to the performance event

Outcome 2

The learner will:

2 Make an individual contribution to a performance event by:

- 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

Evidence Requirements for the Unit

Learners will collaborate with others for, and contribute to, a Scottish themed performance event.

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

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each outcome.

For Outcomes 1 and 2, evidence should capture the learner's sustained activity from the beginning of the preparation process to the completion of the performance event. This should include evidence of the learner's individual role and tasks, as well as their responsibilities within the wider event, and where appropriate, their contribution to group activities. Evidence is required of the learner's participation in at least one performance event.

It is expected that learners will receive support to achieve the Outcomes of this Unit

Evidence can be presented in a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

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

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

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

3.2 Emotional wellbeing

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.1 Remembering

5.3 Applying

5.5 Creating

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

Administrative information

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Superclass: LE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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