



Developing Personal Ideas: Performance Art (National 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: H24G 72

Unit outline

The general aim of this 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

This Unit is an optional Unit of the National 2 Performance Arts Course 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. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, 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 Choose and develop a performance activity based on personal interest by:

- 1.1 Choosing a performance activity
- 1.2 Selecting and developing techniques, materials and resources to capture personal ideas

Outcome 2

The learner will:

2 Perform the selected activity by:

- 2.1 Using selected techniques, materials and resources appropriately
- 2.2 Conveying personal ideas through performance

Evidence Requirements for the Unit

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

Evidence 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 of each assessment standard is required. Evidence should capture the learner's development of their ideas and techniques, as well as their actual performance. Only one performance for the selected activity is necessary to provide the required evidence.

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.



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



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

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

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

3.2 Emotional wellbeing

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

Published: April 2012 (version 1.0)

Superclass: LC

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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

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