



**Arrangements for:**

**National Progression Award in**

**Musical Theatre**

**at SCQF level 6**

**Group Award Code: G9KP 46**

**Validation date: November 2009**

**Date of original publication: February 2010**

**Version: 01**

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

## History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

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## **1 Introduction**

This is the Arrangements Document for the new National Progression Award (NPA) in Musical Theatre at SCQF level 6, which was validated in November 2009. This document includes background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The National Progression Award in Musical Theatre is part of SQA's national qualification framework in Drama. Specifically, it is one of a new suite of small NPAs which cover a range of aspects of the theatre industry.

The NPA in Musical Theatre is designed to equip candidates with an introduction to the knowledge, understanding and skills required for progression to further qualifications and/or potential employment within the performing arts industry.

The National Progression Award (NPA) in Musical Theatre consists of National Qualifications (NQ) Units drawn from the framework of the National Certificate (NC) in Acting and Theatre Performance at SCQF level 6 (G98A 46) and comprises one mandatory Unit (6 SCQF points) with two further credits (12 SCQF points) required from an optional section.

## **2 Rationale for the development of the Group Award**

### **Introduction**

The rationale for the development of the NPA in Musical Theatre is based on detailed sector scoping analysis of SQA provision in the areas of Music, Drama and Dance.

### **Establishing the need for the qualification**

During the development of the new National Certificate (NC) in Acting and Theatre Performance in 2007–2009, it became evident that the main stakeholders (colleges and schools) were interested in the potential for smaller Group Awards — National Progression Awards — which would be appropriate for learners seeking alternative qualifications pathways.

When establishing the need for a new NPA in Musical Theatre, sector consultation used a combination of formal and informal mechanisms. A scoping exercise for potential new NPAs was carried out in August 2009 during which sector comment and feedback was sought. Consultation took place with Scotland's colleges and Scotland's schools and with the wider theatre industry.

Consultation responses indicated the need for a specialist National Progression Award at SCQF level 6 in Musical Theatre, the purpose of which would be the development of practical skills and the enhanced understanding of the triple discipline where performers are equally skilled in acting, singing and dance.

Following the consultation period, essential skills and knowledge appropriate to the Musical Theatre industry were identified and these provide the basis for skills building in the context of the National Progression Award:

- ◆ Performing
- ◆ Rehearsing
- ◆ Planning
- ◆ Evaluating
- ◆ Working collaboratively

The NPA in Musical Theatre has the potential to improve progression to further study, providing learners with relevant experiences which develop skills of commitment, collaboration, creative thinking and self-discipline; skills which contribute to the growth of an individual and are essential to setting out on and maintaining a performing career in Musical Theatre.

The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation and transition into further and higher education, whilst simultaneously recognising and supporting skills for industry and future employment.

## **Curriculum for Excellence**

**Curriculum for Excellence** (CfE) invites schools and colleges to think creatively about the courses and programmes they offer. The new National Progression Award in Musical Theatre responds to and endorses the four capacities of CfE:

- ◆ Successful learners
- ◆ Effective contributors
- ◆ Confident individuals
- ◆ Responsible citizens

**Successful learners** through:

- ◆ planning a programme of audition/dance/singing pieces
- ◆ preparation of an audition programme/group dance/group or solo singing piece by carrying out an effective practice regime
- ◆ accepting and acting upon advice from tutors and peers
- ◆ listening to and evaluating own performance and that of others

All of these skills are needed to successfully achieve the Units *Preparation for Audition, Acting through Song, Theatre Performers: Solo Singing Skills, Theatre Performers: Group Singing Skills and Group Dance Performance*.

**Effective contributors** through:

- ◆ listening and evaluating self and others — the process by which a dance or song is developed in the Units *Theatre Performers: Group Singing Skills and Group Dance Performance*
- ◆ offering support to others — the group work aspect of the Units *Theatre Performers: Group Singing Skills and Group Dance Performance*

**Confident individuals** through:

- ◆ decision-making as an individual and as part of a group
- ◆ taking risks — exploring the creative potential
- ◆ participation in a presentation for audition/performance

**Responsible citizens** through:

- ◆ taking care of the muscles of the body, vocal health and resources (eg scripts, scores)
- ◆ being prepared and punctual for rehearsals and appropriately dressed for rehearsals/presentations/auditions/performances
- ◆ taking responsibility for own part in a live performance
- ◆ accepting responsibility if something goes wrong and helping to put it right

The NPA in Musical Theatre provides a specific pathway to success whilst building on existing strengths and interests and relates to the CfE *totality of experiences* through offering personalisation and choice and encouraging interdisciplinary learning and cross sector teamwork.

All Units in the NPA framework promote diversity in terms of genres and styles in text and song, acting, music and dance in the context of Musical Theatre. This offers further scope for personalisation and choice.

### **3 Aims of the Group Award**

#### **3.1 Principal aims of the Group Award**

The principal aims of the National Progression Award in Musical Theatre are outlined below and enable the learner to:

- ◆ develop a range of skills associated with the triple discipline of Musical Theatre practice
- ◆ develop a range of appropriate skills in voice, movement and acting
- ◆ develop specific skills for presentation at audition
- ◆ apply combined practical skills in audition format
- ◆ develop self-presentation skills
- ◆ work in rehearsal and performance creatively and innovatively
- ◆ develop self-evaluation skills, enabling professional development
- ◆ develop the ability to work independently and in groups
- ◆ develop professional attitudes

The NPA also aims to allow candidates to:

- ◆ develop communication and interpersonal skills
- ◆ develop skills in music, acting and dancing

#### **3.2 General aims of the Group Award**

The general aims of the National Progression Award in Musical Theatre are to:

- ◆ enable progression within the Scottish Credit and Qualifications framework (SCQF)
- ◆ prepare candidates for progression to further study at National Certificate level
- ◆ prepare candidates for progression into an FE environment
- ◆ provide candidates with the building blocks to achieve the National Certificate in *Acting and Theatre Performance* at SCQF level 6 (G98A 46)
- ◆ prepare candidates for progression to further study at Higher National and Degree level
- ◆ produce a flexible award that is appropriate for a variety of delivery modes
- ◆ provide an award that supports the development of a range of transferable generic employability and essential skills (including Core Skills)

#### **3.3 Target groups**

The NPA in Musical Theatre is suitable for college students, school pupils and adult learners who have an interest in and/or experience in Musical Theatre.

In particular, the NPA would meet the needs of:

- ◆ students who have achieved SCQF level 5 (Intermediate 2 Drama or Music or Standard Grade Drama or Music) and who wish to progress further
- ◆ students who have achieved SCQF level 6 (Higher Drama, Music or Dance) and who wish to extend their practical skills and knowledge of musical theatre
- ◆ students who seek an alternative progressive pathway to Advanced Higher Drama/Music/Dance Units and Courses
- ◆ adult learners who wish to participate in part-time study and extend their practical performing skills in the area of Musical Theatre
- ◆ students auditioning for drama/music/dance programmes in further or higher education — the Units *Preparation for Audition and Acting through Song* will help students planning to audition for Musical Theatre of Performing Arts Courses
- ◆ students preparing for professional theatre auditions — the Unit *Preparation for Audition* along with any of the other optional Units will help prepare students who are planning to enter the professional theatre/musical theatre or performing arts industry

### **3.4 Employment opportunities**

#### **Music Theatre Industry**

It is recognised that candidates who achieve the NPA in Musical Theatre could potentially find employment in the following areas:

- ◆ Performing (Musical Theatre, Drama, Dance, Music)
- ◆ Performing arts promotion/management
- ◆ Teaching

### **4 Access to Group Award**

While access to the award is at the discretion of the centre, candidates would benefit from previous experience of any or some of the following: Drama/Music/Dance Course or Units; Standard Grade Drama or Music; National Courses in Drama, Music or Dance at Intermediate 1 or 2 or Higher.

Moreover, it would be expected that candidates would have an interest and/or some experience of Musical Theatre or acting and performance. Relevant work experience would also be beneficial.

Others who may have no formal qualifications may have suitable life or work experience or vocational experience which indicates that they will be able to undertake Units at SCQF level 6. The latter may be particularly applicable for adult learners.

## 5 Group Award structure

The NPA in Musical Theatre is a 120 hour programme of study in total, which equates to a minimum of 3 credits. There is one mandatory Unit and two other Units should be selected from the optional section.

### 5.1 Framework

The table below shows the framework for the NPA in Musical Theatre.

Code	Unit title	Mandatory/ Optional	Credit value
F5L0 12	Acting through Song	Mandatory	1

Select **two** Units from the optional section

F5L9 12	Theatre Performers: Solo Singing Skills	Optional	1
F5L8 12	Theatre Performers: Group Singing Skills	Optional	1
F8LC 12	Group Dance Performance	Optional	1
D658 12	Preparation for Audition	Optional	1

The mandatory Unit *Acting through Song* (F5L0 12) encompasses the skill of singing with the understanding of text which is essential to Musical Theatre performance. The optional Units provide opportunities for personalisation, choice and specialisation.

### Potential pathways

Potential combinations of Units are illustrated below.

#### Pathway 1

Code	Unit title	Mandatory/ Optional	Credit value
F5L0 12	Acting through Song	Mandatory	1
D658 12	Preparation for Audition	Optional	1
F5L9 12	Theatre Performers: Solo Singing Skills	Optional	1

The optional Unit *Theatre Performers: Solo Singing Skills* (F5L9 12) could be contextualised through the Units *Acting through Song* (F5L0 12) and *Preparation for Audition* (D658 12).

## **Pathway 2**

<b>Code</b>	<b>Unit title</b>	<b>Mandatory/ Optional</b>	<b>Credit value</b>
F5L0 12	Acting through Song	Mandatory	1
D658 12	Preparation for Audition	Optional	1
F8LC 12	Group Dance Performance	Optional	1

The mandatory Units *Acting through Song* (F5L0 12) and the optional Units *Group Dance Performance* (F8LC 12) and *Preparation for Audition* (D658 12) provide a platform for the triple discipline required for Musical Theatre performance.

## **Pathway 3**

<b>Code</b>	<b>Unit title</b>	<b>Mandatory/ Optional</b>	<b>Credit Value</b>
F5L0 12	Acting through Song	Mandatory	1
D658 12	Preparation for Audition	Optional	1
F5L8 12	Theatre Performers: Group Singing Skills	Optional	1

The optional Unit *Theatre Performers: Group Singing Skills* (F5L8 12) could be integrated with the mandatory Unit *Acting through Song* (F5L0 12) in the context of, eg a school/ college production, youth theatre or community arts production.

## 5.2 Mapping information

The table below shows how the principal aims expressed in Section 3 map to the Units in Section 5.

Aims	Units				
	Acting through Song	Preparation for Audition	Theatre Performers: Solo Singing Skills	Theatre Performers: Group Singing Skills	Group Dance Performance
Develop a range of skills in voice, movement and acting in the context of musical theatre	x	x	x	x	x
Develop and apply practical skills in audition		x			
Develop self-presentation skills	x	x	x	x	x
Work in rehearsal and performance creatively and innovatively	x	x	x	x	x
Develop self-evaluation skills, enabling professional development	x	x	x	x	x
Develop professional attitudes	x	x	x	x	x
Develop communication and interpersonal skills	x	x	x	x	x

## **Core Skills**

Entry and exit levels of Core Skills for the National Progression Award in Musical Theatre will be set by individual centres. Opportunities exist to gather evidence which can contribute towards all Units of the award. The table below highlights the Units which can be used to gather evidence for each of the following Core Skills:

<b>Core Skill</b>	<b>Developed through</b>
Communication	Preparation for Audition (SCQF level 6) Acting through Song (SCQF level 6) Theatre Performers: Solo Singing Skills (SCQF level 6) Theatre Performers: Group Singing Skills (SCQF level 6)
Problem Solving	Preparation for Audition (SCQF level 6)
Working with Others	Preparation for Audition (SCQF level 6) Theatre Performers: Group Singing Skills (SCQF level 6) Group Dance Performance (SCQF level 6)

### **5.3 Articulation, professional recognition and credit transfer**

The National Progression Award in Musical Theatre has been designed to articulate with existing provision in the performing arts group of subjects at SCQF levels 3–6, HNC/HND courses at Further Education Colleges and Higher Education Degree Courses.

The NPA in Musical Theatre is a qualification with a particular specialist focus, which will prepare candidates for both Musical Theatre performance and the professional audition process, thus opening up potential routes to employment.

## **6 Approaches to delivery and assessment**

The flexible structure of this award lends itself to a variety of approaches to delivery. While delivery is at the discretion of individual centres, it is suggested that when considering the approach to delivery and the framework and choice of optional Units, centres should take account of:

- ◆ the individual learner
- ◆ prior learning
- ◆ required criteria laid down by other bodies for student entry to advanced courses
- ◆ requirements for employment
- ◆ expertise and specialism of those delivering the award

This qualification could be delivered in secondary schools, colleges and school/college partnerships, either on a part-time stand-alone basis, or imbedded within a broader programme of study.

The award structure and Unit content has been developed to allow for integrative and cross assessment. The use of an integrated and linked delivery methodology in centres will provide candidates with more meaningful learning experiences and promote an increased coherence between the Units.

In delivering this award, centres should look for opportunities for integration of learning, teaching and assessment, eg there is the opportunity to do so particularly in the performance elements of *Acting through Song* (F5L0 12) and *Theatre Performers: Solo Singing Skills* (F5L9 12); similarly in *Preparation for Audition* (D658 12) and *Theatre Performers: Solo Singing Skills* (F5L9 12) or *Group Dance Performance* (F8LC 12) there are opportunities for integration within performance.

Learning and teaching approaches should include lectures, individual and group work supported by resources, eg handouts and worksheets which should incorporate problem-solving exercises. Candidates should be encouraged to use and become familiar with a wide range of Musical Theatre repertoire and resources including ICT.

In addition, it is possible that Music, Drama, Dance and PE (Dance) staff could work together to deliver a contextualised singing, acting and group dance performance. Further opportunities for interdisciplinary learning could be achieved through school–college partnerships.

## **Assessment**

The assessment strategy for this NPA aims for a balanced approach to assessment as well as complementary and supplementary methods of assessment which reflect the nature of the subject area. The majority of assessment is practical based with written assignments and projects, where this is appropriate.

Unit specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event. This will assist with standardisation both in and across centres.

Assessment Support Packs (ASPs) are available for the mandatory Units and selected optional Units. These reinforce the practical aspect of the Unit specification as well as reinforcing a common standard across centres. Unit Specifications also provide advice and guidance on different approaches to delivery.

## **7 General information for centres**

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### **Internal and external verification**

All instruments of assessment used within this/these Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **8 General information for candidates**

The National Progression Award (NPA) in Musical Theatre (SCQF level 6) offers you the opportunity to develop your skills in the areas of acting, music and dance, all in the context of musical theatre. The NPA also provides the specific skills, knowledge and resources that may be called on when preparing for auditions for entry to musical theatre, drama or music courses and/or the theatre or performing arts profession.

There are no specific entry requirements but you should have performing skills broadly equivalent to SCQF level 4 to access this award. It would be beneficial if you had some previous experience of either a drama, dance, music theatre Course or Units, either in a school/ college setting or, eg in youth or community arts performance.

You need to successfully complete three Units in order to achieve the NPA in Musical Theatre:

There is one mandatory Unit (at SCQF level 6):

- ◆ *Acting through Song*

There are four optional Units from which you must choose **two** Units:

- ◆ *Theatre Performers: Solo Singing Skills*
- ◆ *Theatre Performers: Group Singing Skills*
- ◆ *Group Dance Performance*
- ◆ *Preparation for Audition*

This NPA in Musical Theatre will give you a platform which could allow you to progress into further education and on to a National Certificate or HNC programme or help you to be better equipped to work in the performing arts industry. This NPA is suitable for you if you are a school or college student or an adult learner or returner.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualifications Framework, which is a new way of speaking about qualifications and how they interrelate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.

## 10 Appendices

Appendix 1: Assessment Mapping

Appendix 2: Drama and Technical Theatre Qualifications Map

## Appendix 1: Assessment mapping

Mandatory Units	SCQF level	Credits	Outcomes	Assessment evidence
Acting through Song	6	1	1 Research and interpret the text of contrasting songs 2 Create and portray a character in the rehearsal process and performance of contrasting songs 3 Evaluate character development and final performance	Written and/or oral evidence  Performance evidence supported by assessment checklists  Written and/or oral evidence/produced materials
<b>Optional Units (Any one from the following four)</b>				
Preparation for Audition	6	1	1 Identify the types of work available within a chosen sector of the performing arts industry 2 Prepare for an audition 3 Rehearse for and perform an audition 4 Evaluate own performance at an audition	Written and/or oral evidence  Written and/or oral evidence  Performance evidence supplemented by assessment checklists  Written and/or oral evidence
Theatre Performers: Solo Singing Skills	6	1	1 Demonstrate singing techniques for solo theatre performance 2 Rehearse and perform solo songs suitable for theatre performance 3 Evaluate the rehearsal and performance process	Performance evidence supplemented by assessment checklists  Performance evidence supplemented by assessment checklists  Written and/or oral evidence

<b>Optional Units (cont)</b>				
Theatre Performers: Group Singing Skills	6	1	1 Demonstrate singing techniques for group theatre performance 2 Rehearse and perform group songs suitable for theatre performance 3 Evaluate the rehearsal and performance process	Performance evidence supplemented by assessment checklists  Performance evidence supplemented by assessment checklists  Written and/or oral evidence
Group Dance Performance	6	1	1 Prepare a performance of a group dance 2 Participate in the staging and performance of a group dance 3 Evaluate the process and the performance	Practical assignment supported by a logbook and Assessor Observation Checklist  Practical assignment accompanied by an Assessor Observation Checklist  Written or oral assignment

## Appendix 2: Drama and Technical Theatre Qualifications Map

