

# Next Generation Higher National Unit Specification

## Performance Skills: Application (SCQF level 7)

**Unit code:** J79X 47  
**SCQF level:** 7 (40 SCQF credit points)  
**Valid from:** session 2024 to 2025

### Prototype unit specification for use in pilot delivery only (version 1.1) October 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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## **Unit purpose**

This unit enables learners to apply the skills of acting, voice and movement within a coherent, integrated and credible performance in a minimum of two contrasting pieces of work.

Learners also reflect on their own personal development and development of meta-skills.

We recommend the unit to learners who have an interest in developing their acting skills, for those who wish to pursue a career in performing arts, and for those who have completed SCQF level 6 Acting and Performance; Acting and Theatre Performance; and Higher or Advanced Higher drama.

Learners who complete the unit may wish to progress to further studies and seek work in the performing arts industry.

## Unit outcomes

Learners who complete this unit choose two performance projects from the following:

- ◆ script-based work for stage  
and/or
- ◆ devised work  
and/or
- ◆ screen work

### Script-based work for stage

Learners who complete the unit can:

- 1 research and analyse a script
- 2 apply rehearsal techniques in developing and sustaining a character
- 3 apply voice and movement skills
- 4 participate as an effective member of a cast
- 5 sustain a character in a live performance to an audience

### Devised work

Learners who complete the unit can:

- 1 develop devised work from source material
- 2 explore a range of techniques in rehearsals
- 3 apply acting, voice and/or movement skills throughout rehearsals
- 4 participate as an effective member of a cast
- 5 perform devised work to an audience

### Screen work

Learners who complete the unit can:

- 1 explore screen performance
- 2 develop the key techniques required in screen acting
- 3 work effectively and collaboratively on a television shoot or film shoot
- 4 perform as an actor on a television shoot or film shoot
- 5 sustain a character in a screen performance

## **Meta-skills**

Learners who complete the unit can:

- 6 develop own meta-skills in a vocational or academic context

Learners must complete all outcomes for their chosen performance projects and must complete the meta-skills outcome. They must gather evidence for both projects.

## **Evidence requirements**

Learners take part in two performance projects.

### **Script-based work for stage**

Learners participate in a live performance of a script from a published play. The performance must last for at least 40 minutes and be performed in front of a live audience.

#### **Outcome 1**

Learners research and analyse a script. Learners must prepare a portfolio that includes:

- ◆ relevant contextual research
- ◆ character development work
- ◆ textual analysis
- ◆ a character study

To assess learners' competence in the knowledge and skills for this outcome, you assess their portfolios of evidence for the knowledge and skills applicable to the selected script.

#### **Outcomes 2, 3 and 4**

Learners apply techniques and skills in rehearsals and performance. Learners must:

- ◆ develop and sustain a character
- ◆ apply voice and movement skills
- ◆ contribute productively to rehearsals
- ◆ demonstrate effective working relationships with the cast and director
- ◆ participate in ongoing reflection, referring to feedback they have received from their director and peers, as well as their own evaluation of their development
- ◆ participate in a professional discussion at the end of the unit, demonstrating their self-reflection and understanding

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess their participation in rehearsals. You assess their character study and development. You assess learners' reflections and responses in a professional discussion, lasting a minimum of 5 minutes.

### **Outcome 5**

Learners sustain a character in at least two live performances to an audience. Learners must:

- ◆ demonstrate that they can communicate character to an audience
- ◆ sustain character development
- ◆ sustain relationships with other performers

To assess learners' competence in the knowledge and skills for this outcome, you assess two of their live performances.

You must video a minimum of one live performance as supporting evidence.

### **Devised work**

Learners develop and participate in a live performance of a devised work. The performance must last approximately 30 minutes and be performed in front of a live audience.

### **Outcome 1**

Learners develop devised work from source material. Learners must:

- ◆ demonstrate techniques as applied in devising theatre
- ◆ identify appropriate source material for devising theatre
- ◆ understand the aims and objectives of the project

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess them on an ongoing basis, as they explore devising and techniques, and participate in classes and workshops.

### **Outcomes 2, 3 and 4**

Learners rehearse and participate as effective members of a cast throughout their practical exploration of devised work. Learners must:

- ◆ engage effectively and appropriately to explore and develop material
- ◆ work effectively with other cast members and their tutor or director to create coherent and cohesive work
- ◆ apply acting, voice and/or movement skills throughout rehearsals, as appropriate
- ◆ reflect throughout the process to contribute positively to the project's aims and objectives
- ◆ reflect in a one-to-one professional dialogue on their strengths and areas for development as a performer, and on the project's success in meeting its aims and objectives

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess their participation in rehearsals. You assess learners' portfolios, in which they record their devising journey. You assess their reflections and responses in a one-to-one professional discussion, lasting a minimum of 5 minutes.

### **Outcome 5**

Learners must perform devised work to an audience. Learners must:

- ◆ communicate with the audience
- ◆ sustain character throughout their performance
- ◆ engage emotionally and intellectually throughout their performance

To assess learners' competence in the knowledge and skills for this outcome, you assess their performance in a devised performance. The devised performance will last approximately 30 minutes.

You must video this live performance as supporting evidence.

### **Screen work**

Learners participate as an actor in an excerpt from television or film. They must perform in character in more than one scene for approximately 5 minutes.

### **Outcome 1**

Learners explore screen performance. Learners must prepare a portfolio that:

- ◆ provides evidence of their understanding, research, development, and reflection of screen performance
- ◆ relates the personal, technical, and academic skills required for screen performance
- ◆ demonstrates textual analysis and interpretation of a screenplay for performance

To assess learners' competence in the knowledge and skills for this outcome, you assess their portfolios of evidence for the knowledge and skills applicable to the exploration of screen performance.

### **Outcome 2**

Learners develop key techniques required in screen acting. Learners must:

- ◆ apply skills in meeting the technical challenges of screen work
- ◆ employ appropriate vocal and physical choices in screen work
- ◆ perform appropriately in a range of shot types

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess their participation in workshops and rehearsals.

### **Outcomes 3 and 4**

Learners work effectively and collaboratively to perform as an actor on a television shoot or film shoot. They must:

- ◆ engage with the process in an appropriate, productive, and responsible way
- ◆ work collaboratively as an actor on a shoot
- ◆ work alongside the director to interpret the role
- ◆ perform consistently and effectively across multiple takes
- ◆ reflect on their understanding of, contribution to and development with the process, through a professional dialogue

To assess learners' competence in the knowledge and skills for outcomes 2, 3 and 4, you observe and assess their participation in rehearsals and on a television or film shoot. You assess their reflections and responses through a professional discussion, lasting a minimum of 5 minutes.

### **Outcome 5**

Learners must sustain a character in screen performance for approximately 5 minutes. Learners must:

- ◆ perform the character in more than one scene
- ◆ sustain physical continuity
- ◆ sustain emotional continuity

To assess learners' competence in the knowledge and skills for this outcome, you assess their performance in more than one scene. The screen performance will last approximately 5 minutes.

## **Meta-skills**

### **Outcome 6**

Learners must produce evidence that shows they have:

- ◆ self-assessed their meta-skills baseline
- ◆ created a plan for their own meta-skills development
- ◆ carried out activities to develop and demonstrate their meta-skills
- ◆ used reflective practice to monitor and assess the meta-skills they have improved and developed

[Skills 4.0, a skills model to drive Scotland's future](#), outlines three categories of meta-skills:

- ◆ self-management
- ◆ social intelligence
- ◆ innovation

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Each of these comprises four meta-skills and a number of sub-skills.

There are many interrelationships and dependencies between these skills and, at SCQF level 7 and 8, learners should focus on holistic development relevant to their vocational or academic context.

See the Educator Guide for more information.



## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

### Script-based work for stage

Knowledge	Skills
<b>Outcome 1</b> Learners should understand: <ul style="list-style-type: none"> <li>♦ the historical, social, political, and cultural context of a script</li> <li>♦ textual analysis techniques</li> <li>♦ the importance of language for an actor</li> <li>♦ character study</li> </ul>	<b>Outcome 1</b> Learners can: <ul style="list-style-type: none"> <li>♦ research the context of a play</li> <li>♦ analyse material to inform creative choices</li> <li>♦ interpret character ideas by using appropriate textual analysis</li> <li>♦ interpret the writer's intention through appropriate characterisation</li> <li>♦ create a character study to support the development of their character throughout rehearsals</li> </ul>
<b>Outcome 2</b> Learners should understand: <ul style="list-style-type: none"> <li>♦ vocal, physical, emotional, and psychological demands of a character</li> <li>♦ character development techniques</li> <li>♦ the importance of sustaining character</li> </ul>	<b>Outcome 2</b> Learners can: <ul style="list-style-type: none"> <li>♦ develop material as directed</li> <li>♦ use relevant exercises to develop emotional and psychological characterisation</li> <li>♦ engage with character development exercises to influence choices in rehearsal</li> <li>♦ sustain character throughout scenes in rehearsal</li> </ul>
<b>Outcome 3</b> Learners should understand: <ul style="list-style-type: none"> <li>♦ vocal requirements — tone, articulation, projection, accent</li> <li>♦ movement requirements — physical awareness, proxemics, characterisation</li> </ul>	<b>Outcome 3</b> Learners can: <ul style="list-style-type: none"> <li>♦ apply effective vocal skills to create a believable character in rehearsal and performance</li> <li>♦ apply effective movement skills to create a believable character in rehearsal and performance</li> <li>♦ select appropriate voice and movement characteristics for the play</li> </ul>

Knowledge	Skills
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the roles of all members of cast and creative team</li> <li>◆ the role of the director</li> <li>◆ rehearsal etiquette and professional conduct</li> <li>◆ the importance of reflection as part of the rehearsal and performance process</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ contribute productively to the rehearsal process</li> <li>◆ work with others in a professional manner</li> <li>◆ apply direction, as received</li> <li>◆ accurately recall lines and cues off-book</li> <li>◆ demonstrate effective working relationships with the cast and creative team</li> <li>◆ engage in reflective exercises to inform their process</li> </ul>
<p><b>Outcome 5</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ effective relationships with the audience</li> <li>◆ performance energy</li> <li>◆ ensemble in performance</li> </ul>	<p><b>Outcome 5</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ communicate character to the audience</li> <li>◆ demonstrate stamina in performance</li> <li>◆ collaborate effectively with fellow cast members</li> </ul>

# Knowledge and skills

## Devised work

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ practitioners and styles relevant to devising</li> <li>◆ source materials</li> <li>◆ the aims and objectives of the project</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ explore a range of theatre styles and/or any relevant practitioners in relation to devising theatre</li> <li>◆ identify relevant source materials to devise a piece of theatre, such as visual, audio, or current themes and issues</li> <li>◆ identify the aims and objectives of the devised piece</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ improvisation</li> <li>◆ storyboards</li> <li>◆ target audience</li> <li>◆ the importance of creating a script, material, or scenario</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ work with others to improvise and develop scenes for creating a devised performance</li> <li>◆ create a storyboard from source materials</li> <li>◆ identify material for the target audience</li> <li>◆ work with others to create a script or scenario from exploring improvisation and source materials</li> </ul>
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of creating devised characters</li> <li>◆ physical and/or vocal requirements</li> <li>◆ adapting to performance space</li> <li>◆ characterisation</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ create a character for a devised performance</li> <li>◆ apply and develop voice techniques, where applicable</li> <li>◆ use their physicality in relation to the demand of the character(s)</li> <li>◆ use performance space to effectively communicate devised work</li> <li>◆ develop a character</li> </ul>

Knowledge	Skills
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the roles of all cast members</li> <li>◆ ensemble work</li> <li>◆ the importance of reflection on the success of the process</li> <li>◆ the importance of reflection on the success of the aim and objectives</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ work effectively with other cast members</li> <li>◆ negotiate, explore, and reflect throughout the rehearsal process</li> <li>◆ reflect truthfully on their strengths and weaknesses throughout the process</li> <li>◆ recognise if aims and objectives have been met</li> </ul>
<p><b>Outcome 5</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ relationships with the audience</li> <li>◆ characterisation</li> <li>◆ intellectual and emotional engagement</li> <li>◆ working with others</li> </ul>	<p><b>Outcome 5</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ communicate and engage with an audience</li> <li>◆ sustain a character in a devised piece</li> <li>◆ emotionally and intellectually connect to and sustain a character throughout the performance</li> <li>◆ sustain relationships with other characters</li> </ul>

## Knowledge and skills

### Screen work

Knowledge	Skills
<b>Outcome 1</b> Learners should understand: <ul style="list-style-type: none"> <li>the differences between stage and screen performances</li> <li>the screenplay, and how to analyse and interpret it to create a character</li> <li>influential screen performers, directors, and performances (minimum of 2)</li> </ul>	<b>Outcome 1</b> Learners can: <ul style="list-style-type: none"> <li>analyse screen acting in relation to stage work</li> <li>interpret a screenplay from an actor's perspective</li> <li>discuss key elements of performers and/or directors and their methodologies (minimum of 2)</li> </ul>
<b>Outcome 2</b> Learners should understand: <ul style="list-style-type: none"> <li>key terminology and its application in screen acting, including on-set vocabulary, hitting marks, eyeline, framing, acting on and off camera, and shot types</li> <li>vocal techniques and vocal characterisation for screen acting</li> <li>physical techniques and physicalisation for screen acting</li> <li>acting requirements for a range of different shot types</li> </ul>	<b>Outcome 2</b> Learners can: <ul style="list-style-type: none"> <li>apply skills in meeting the technical challenges of screen acting, including responding to on-set vocabulary, hitting marks, eyeline, framing, acting on and off camera and shot types</li> <li>employ appropriate vocal choices and techniques in screen acting</li> <li>employ appropriate physical choices and techniques in screen acting</li> <li>perform appropriately in a range of different shot types</li> </ul>
<b>Outcome 3</b> Learners should understand: <ul style="list-style-type: none"> <li>what makes an effective contributor to the filming process</li> <li>the roles and responsibilities of personnel on a set and location</li> <li>working with a director for screen</li> <li>the preparation required of the actor prior to rehearsing the shoot</li> <li>the differences between working in a studio and on location</li> <li>health and safety on a filming set or location</li> </ul>	<b>Outcome 3</b> Learners can: <ul style="list-style-type: none"> <li>perform effectively as part of the filming process</li> <li>collaborate appropriately with key personnel on set or location</li> <li>interpret a role alongside the director's vision</li> <li>prepare for a shoot</li> <li>perform in a studio or on location</li> <li>work safely and responsibly while filming</li> </ul>

Knowledge	Skills
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ character development for screen performance</li> <li>◆ the actor's role during filming, including: <ul style="list-style-type: none"> <li>— performing for multiple takes</li> <li>— performing in more than one scene as the same character</li> <li>— delivering a rehearsed and professional performance</li> </ul> </li> <li>◆ the benefit of effective reflection on their understanding and contribution to the process</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ effectively portray a character for screen performance</li> <li>◆ perform consistently and effectively as an actor in a screen performance across multiple takes, and in more than one scene as the same character</li> <li>◆ reflect on their understanding of, and contribution to, the process as an actor</li> </ul>
<p><b>Outcome 5</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ sustaining an appropriate character across a minimum of two different scenes within a piece</li> <li>◆ the importance of physical continuity for the actor in a performance, including costume, props, and character physicality through multiple takes</li> <li>◆ the importance of emotional continuity for the actor in a performance, including working out of sequence and through multiple takes</li> </ul>	<p><b>Outcome 5</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ perform a character effectively in more than one scene in a screen performance</li> <li>◆ sustain physical continuity over several different takes in the same character</li> <li>◆ sustain emotional continuity over several different takes in the same character</li> </ul>

## Knowledge and skills

### Meta-skills

Knowledge	Skills
<p><b>Outcome 16</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ meta-skills, specifically <ul style="list-style-type: none"> <li>— the categories of self-management, social intelligence and innovation, and associated meta-skills, as described in <a href="#">Skills 4.0</a></li> <li>— the importance of developing meta-skills, including employability, adaptability, and effectiveness</li> <li>— what meta-skills are most relevant to the learner’s vocational context</li> </ul> </li> <li>◆ approaches to developing meta-skills <ul style="list-style-type: none"> <li>— self-awareness: analysing preferences, strengths and weaknesses; meta-skills self-assessment</li> <li>— goal setting and action planning</li> <li>— reflective practice: principles of reflective practice; tools and approaches for effective reflective practice</li> </ul> </li> </ul>	<p><b>Outcome 6</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ plan a strategy for meta-skills development</li> <li>◆ implement and review plans for meta-skills development</li> <li>◆ assess own meta-skills development</li> </ul>

## Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the acting and performance sector.

### Self-management

This meta-skill includes:

- ◆ focusing: remaining focused on set, on stage, and throughout rehearsals and performances
- ◆ integrity: being a reliable member of cast
- ◆ adapting: working with others as part of an ensemble; taking direction; developing and rehearsing; responding to audiences
- ◆ initiative: creating ideas, developing ideas

### Social intelligence

This meta-skill includes:

- ◆ communicating: through devising, rehearsing, and performing on stage and/or screen
- ◆ feeling: empathy with fellow cast members; empathy with characters; empathy with the story
- ◆ collaborating: working in a team; being part of a cast; taking direction
- ◆ leading: responsibility for scene development

### Innovation

This meta-skill includes:

- ◆ curiosity: learning about new materials and stimuli
- ◆ creativity: in devising, rehearsing, and developing character and storylines
- ◆ sense-making: researching; analysing text
- ◆ critical thinking: reviewing and reflecting on work and self-reflection

## Literacies

Throughout this unit, learners have opportunities to develop their literacy skills.

### Communication

Learners develop communication skills by working with others, collaborating with a team, being part of an ensemble, devising, presenting, and performing.



## **Digital**

Learners develop digital skills and computer literacy by researching and communicating with other cast members.

## **Delivery of unit**

This is a mandatory unit within the HNC Acting and Performance.

There are opportunities to integrate and cross-assess with the other mandatory unit:

- ◆ Performance Skills: Acting, Voice and Movement (SCQF level 7)

There are also opportunities to integrate and cross-assess with optional units.

## **Additional guidance**

The guidance in this section is not mandatory.

The unit integrates with Performance Skills: Acting, Voice and Movement (SCQF level 7).

### **Content and context for this unit**

#### **Script-based work for stage**

Learners develop their knowledge and skills by actively participating in rehearsals as an actor.

The rehearsal and performance process should reflect current industry standards and practice as much as your centre's resources make this possible. You should try to replicate a professional performance with the support of technical elements, such as lights, set, and costume.

Learners should demonstrate the ability to sustain a character that they have created from a published play throughout a live performance lasting a minimum of 40 minutes. They should have the opportunity to show character development during this time. The play should be performed to an appropriate audience. Each learner should have a minimum of two opportunities to perform their role, for example in a matinee and evening performance, to ascertain that their character interpretation and performance level is consistent.

Learners should prepare a portfolio that includes their research into the play; its historical, social, political and cultural context; notes on its style and language; and how this knowledge has influenced their interpretation of the character. The portfolio should include their character study and any notes on character discoveries they have made throughout rehearsals, backstory they have created, and notes they have received from the director. They should analyse the text, in a manner deemed appropriate by you, and build on the skills learned in Performance Skills: Acting, Voice and Movement. Examples of approaches that you may consider are Uta Hagen's nine questions or Stanislavski's method of physical action.

Learners must demonstrate ongoing reflection throughout the process. They can do this in a logbook, vlog or audio recording that they store in their portfolio. They should have ongoing professional discussions throughout rehearsals.

We recommend that learners' portfolios should be in a digital format. This could be in Padlet, WordPress, or a similar format that allows learners to upload documents, links, videos and text to document their involvement in the rehearsal and performance process.

#### **Devised work**

Learners' creative process should flow into the rehearsal process and to the final performance. Outcome 1 explores devising techniques. Outcome 2 develops ideas from source material and explores techniques in rehearsals. Outcomes 3 and 4 focus on the development of acting skills in devising and the rehearsal process. Outcome 5 is the performance.

At the start of the unit, you can introduce learners to the work of companies such as Frantic Assembly, Complicité, and Vanishing Point as well as any other contemporary and local companies whose work focuses on devising. They should look at techniques for developing trust, collaboration and communication in their group. In their exploration of stimuli, you should encourage learners to brainstorm, map ideas and begin the editing process.

When developing work from source material, learners should consider target audiences, theatre styles, and relevant topics, themes and issues. They may wish to consider budgets and technical requirements, such as sound, lighting and costume. You should advise learners of the appropriateness of their selections and who their target audience is. Throughout the process, learners reflect on and improve ideas, taking direction from you and applying vocal and movement skills where appropriate. When the final script or scenario has been devised, you should give learners time to rehearse and refine their performances.

Learners should create a portfolio in which they record their devising journey. They can include research, source materials, storyboards, scenarios, scripts and any other relevant material.

There is no maximum performance time. The piece must last at least 30 minutes, with each learner having a significant role. You can have several groups of learners to allow each learner to have an equal opportunity to perform for a minimum of five minutes.

You must lead the rehearsal process, and direct learners to develop acting skills and character creation.

## **Screen work**

Learners should have a foundation in the skills required to work as an actor in front of the camera in a multi-scene shoot. Learners should research and analyse a screen performance, as well as develop practical skills and techniques. They should be able to sustain a 5-minute screen performance across two different scenes.

You should include a mixture of research and discussion around screen performance, as well as giving learners practical opportunities to develop their technique and competence in front of a camera. You may wish to video workshops and rehearsals to allow learners to have rich content for their portfolios and reflection.

Learners must reflect in the form of a professional dialogue. You can do this in several ways, depending on your centre. For example, you could have a professional discussion with the learner, learners could have a peer-to-peer conversation, or they could present a podcast.

Practically, we anticipate that core skills such as finding a mark; eyeline; appropriate performance style for different shots; reactions; and use of voice are explored. You can do this through workshops, or in rehearsals for a final piece.

The television or film excerpt should allow learners to perform a role in at least two different scenes as the same character. They should experience a range of shot types and perform their role for more than one scene. This allows learners to have some work on continuity and sustaining a character.

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Although it is not essential that the final piece is edited together, it should be clear from the footage that it could be subsequently edited into a coherent final piece.

Wherever possible, the final shoot should reflect industry practice in terms of timings, conditions and expectations on actor performance.

There are many opportunities to discuss meta-skills and for learners to identify their development throughout the unit.

### **Suggested resources**

- ◆ Tucker, P. (2014) *Secrets of Screen Acting*, 3rd ed, Abingdon: Routledge
- ◆ Britten, B. (2014) *From Stage to Screen*, London: Bloomsbury Methuen Drama
- ◆ Wooster, R & Conway, P. (2020) *Screen Acting Skills: A Practical Handbook for Students and Tutors*, London: Bloomsbury Methuen Drama

### **Approaches to assessment**

You use your professional judgement when observing learners in class, rehearsals and performances, to ensure all knowledge and skills are evidenced and are consistent with the SCQF level of the unit.

Assessment evidence is generated on an ongoing basis throughout the unit.

### **Script-based work for stage**

#### **Research and analyse a script (outcome 1)**

You assess learners' character study and analysis of a script through their portfolios, which include relevant contextual research, character development work and textual analysis.

#### **Apply rehearsal techniques in developing and sustaining a character, apply voice and movement skills, and participate as an effective member of a cast (outcomes 2, 3 and 4)**

You assess rehearsal techniques, applying voice and movement skills and participating as an effective member of a cast on an ongoing basis. You can record these assessments with an assessor checklist or any other supportive documentation.

#### **Sustain a character in a live performance to an audience (outcome 5)**

Live performances should be a minimum of 40 minutes and learners should have a minimum of two opportunities in which to perform their role. You assess learners' stage performances to ensure they have evidenced the knowledge and skills required for this outcome. Learners can gather self-reflection evidence in journals and/or blogs and/or podcasts to support the end-of-unit professional discussion.

## **Devised work**

### **Develop devised work from source material (outcome 1)**

You assess learners on an ongoing basis as they explore devising techniques. You can use checklists to record your observations.

### **Explore a range of techniques in rehearsals, apply acting, voice and/or movement skills throughout rehearsals, and participate as an effective member of a cast (outcomes 2, 3 and 4)**

You assess rehearsal techniques, applying voice and movement skills and participating as an effective member of a cast on an ongoing basis. You can record these assessments with an assessor checklist or any other supportive documentation. You assess learners' understanding of the knowledge and skills through their portfolios, in which they record their devising journey. They can include research, source materials, storyboards, scenarios, scripts and any other relevant material.

### **Perform devised work to an audience (outcome 5)**

The performance should be a minimum of 30 minutes. You assess learners' devised performances to ensure they have evidenced the knowledge and skills required for this outcome.

## **Screen work**

### **Explore screen performance (outcome 1)**

Learners explore screen performance and gather evidence that you assess in a portfolio.

We recommend that learners gather evidence in a digital portfolio. The portfolio should contain a combination of the learner's research, their reflection on screen acting, and their personal progress, alongside video evidence of their work in class and in the final performance element. The portfolio is also a place where learners can record their individual reflection on their progress in outcome 4, alongside their work in outcome 1.

### **Develop the key techniques required in screen acting, work effectively and collaboratively on a film shoot, and perform as an actor on a television shoot or film shoot (outcomes 2, 3 and 4)**

You assess screen acting techniques, working effectively and collaboratively on a film shoot and performing as an actor on a film shoot on an ongoing basis. You can record these assessments with a checklist or any other supportive documentation.

### **Sustain a character in a screen performance (outcome 5)**

You assess learners' screen performances to ensure they have evidenced the knowledge and skills required for this outcome.

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Performance Skills: Application (SCQF level 7)

This section explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

### Unit information

This unit enables you to apply the skills of acting, voice and movement in coherent, integrated and credible performances, in a minimum of two contrasting pieces of work. You also reflect on your own personal development and meta-skills.

You perform in two performance-based projects that are selected from the following:

#### Script-based work for stage

- ◆ research and analyse a script
- ◆ apply rehearsal techniques in developing and sustaining a character
- ◆ apply voice and movement skills
- ◆ participate as an effective member of a cast
- ◆ sustain a character in a live performance to an audience

#### Devised work

- ◆ develop devised work from source material
- ◆ explore a range of techniques in rehearsals
- ◆ apply acting, voice and/or movement skills throughout rehearsals
- ◆ participate as an effective member of a cast
- ◆ perform devised work to an audience

#### Screen work

- ◆ explore screen performance
- ◆ develop the key techniques required in screen acting
- ◆ work effectively and collaboratively on a film shoot
- ◆ perform as an actor on a television shoot or film
- ◆ sustain a character in a screen performance

You develop meta-skills in self-management, social intelligence and innovation to enhance your employability.



NextGen: HN published prototype unit specification for use in pilot delivery only (version 1.1)  
October 2024

When you finish the unit, you can progress to further studies in the performing arts and for working in the performing arts industry.

# Administrative information

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**Published:** October 2024 (version 1.1)

**Superclass:** LC

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## History of changes

Version	Description of change	Date
1.1	Amendment made to professional discussion guidelines in 'Evidence requirements' section for outcomes 2, 3 and 4.	October 2024

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.