

Next Generation Higher National Unit Specification

Text for Performance (SCQF level 8)

Unit code: J7B7 48
SCQF level: 8 (8 SCQF credit points)
Valid from: session 2023–24

Prototype unit specification for use in pilot delivery only (version 1.0) May 2023

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 develop a theoretical understanding of dramatic texts. Learners analyse a range of dramatic texts to investigate the synthesis of the critical components and how they form part of the meaning-making process.

Learners must contextualise and demonstrate their interpretation of the text in terms of its form, genre, structure and style.

We recommend this unit to learners who have an interest in developing their acting skills and for those who have completed SCQF level 6 Acting and Performance; Acting and Theatre Performance; and Higher or Advanced Higher Drama.

The unit is primarily intended for learners on acting courses, but it is also useful to learners on other performing arts courses. It underpins learners' analytical skills, practical knowledge and assessment requirements for other units, including Performance Skills: Acting, Voice and Movement at SCQF level 7 and Performance Skills: Application at SCQF level 7.

Unit outcomes

Learners who complete this unit can:

- 1 analyse selected texts
- 2 investigate the critical components in selected texts
- 3 present research findings from the analysis of a selected text

Evidence requirements

Outcome 1

Learners analyse selected texts. They must:

- ◆ explain dramatic forms
- ◆ describe themes and issues in texts
- ◆ describe the dramatist's point of view in texts

Outcome 2

Learners investigate the critical components in selected texts. They must explore:

- ◆ form, genre, structure and style
- ◆ the major dramatic question and action
- ◆ language and style

To assess learners' competence in the knowledge and skills for outcomes 1 and 2, you observe and assess their participation in, and contributions to, workshops and classes as they explore a minimum of two contrasting texts.

Outcome 3

Learners present their research findings from the analysis of a selected text. They must:

- ◆ apply referencing techniques in their research
- ◆ describe the synthesis of the analysis and critical components of a selected text
- ◆ present their findings in a presentation or a portfolio, or a combination of both

The text must be a different text from those explored in outcomes 1 and 2.

To assess learners' competence in the knowledge and skills for this outcome, you assess their findings as presented in their presentation and/or portfolio. Their textual analysis must address the knowledge and skills for outcomes 1 and 2, applicable to the selected text.

The standard of evidence for the outcomes should be consistent with the SCQF level of the unit.

Knowledge and skills

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

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ dramatic terms: form, genre, structure and style ◆ dominant themes and issues ◆ social, historical and political backdrops ◆ the dramatist’s point of view 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ explain the terms ‘form’, ‘genre’, ‘structure’ and ‘style’ ◆ describe dominant themes and issues in texts ◆ describe the social, historical and political backdrop related to texts ◆ describe the dramatist’s point of view in relation to a text
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ form, genre, structure and style ◆ major dramatic questions, rising action, reversals, crisis, climax and denouement ◆ speech shapes and patterns ◆ language terms ◆ structures and rhythms ◆ tone in a genre ◆ punctuation ◆ imagery ◆ subtext 	<p>Outcome 2 Learners can explore:</p> <ul style="list-style-type: none"> ◆ form, genre, structure and style in text ◆ the major dramatic question, rising action, reversals, crisis, climax and denouement ◆ speech shapes and patterns ◆ language terms ◆ structure and rhythms ◆ tone in a genre ◆ use of punctuation ◆ use of language ◆ subtext
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the synthesis of the critical components of a dramatic text ◆ referencing in research ◆ presentation of research of text analysis 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ describe the synthesis of the critical components of a dramatic text ◆ use referencing techniques in research ◆ present their research of text analysis

Meta-skills

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

Self-management

This meta-skill includes:

- ◆ focusing: remaining focused while researching and exploring texts
- ◆ integrity: being reliable; submitting work on time and to a good standard

Social intelligence

This meta-skill includes:

- ◆ communicating: communicating ideas and analysis; presenting research and findings
- ◆ feeling: showing empathy with the dramatist's point of view in relation to a text

Innovation

This meta-skill includes:

- ◆ curiosity: learning about texts and playwrights
- ◆ creativity: exploring texts
- ◆ sense-making: researching and analysing texts
- ◆ critical thinking: reviewing and reflecting on work

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Delivery of unit

You can teach the unit as a stand-alone unit or integrate it with the texts explored in
Performance Skills: Acting, Voice and Movement at SCQF level 7 and/or Performance Skills:
Application at SCQF level 7.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Analyse selected texts and investigate the critical components in selected texts (outcomes 1 and 2)

Learners explore dramatic texts from published work, ranging from classical to contemporary texts to devised work. You can introduce learners to a range of texts (a minimum of two) with contrasting form, style, genre and structure. Texts from different eras can be explored.

The unit enables learners to analyse dramatic texts and to identify critical features. They develop an understanding of how these features integrate to give dramatic meaning to the text from the actor's viewpoint. Learners research texts in terms of the critical features that allow the actor to understand how these characteristics give dramatic meaning. Learners gain a deeper understanding and question why the playwright wrote the play in a particular way. They also become aware of the origins of the play, what it is trying to accomplish, its elements, and what it is trying to say.

Present research findings from the analysis of a selected text (outcome 3)

Learners should apply the knowledge and skills they have learned in outcomes 1 and 2 to a selected text, in agreement with you the assessor. They should use a different text from the ones explored in outcomes 1 and 2. They focus on this text and analyse it, then present their research and analysis findings using an oral presentation, a portfolio, or a mixture of both. The oral presentation should last approximately 10 minutes. The portfolio should be in digital format and include source materials, relevant contextual research and textual analysis. To allow for in-depth analysis, the text should be a full-length play.

Approaches to assessment

You can combine the assessment for outcomes 1 and 2. You observe and assess learners' participation in, and contributions to, workshops and classes.

For outcome 3 you assess their findings of their selected text as evidenced in their presentation and/or portfolio.

You may wish to record your assessment decisions on a checklist or other supporting documentation.

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.

Information for learners

Text and Performance (SCQF level 8)

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 analyse dramatic texts and to identify critical features. You develop an understanding of how these features give dramatic meaning to the text from the actor's viewpoint. You gain a deeper understanding of the text and question why the playwright wrote in a particular way. You also become aware of the origins of the play, its elements, and what it is trying to say.

The unit makes you aware of the textual and analytical skills an actor needs.

During the unit, you:

- ◆ analyse dramatic texts
- ◆ investigate the critical components in selected texts
- ◆ present research findings from the analysis of a selected text

We encourage you to research a range of dramatic texts with a view to analysing the key characteristics that make up dramatic meaning. You then select a text, in negotiation with your tutor, and begin your research with a view to presenting your findings.

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

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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Superclass: FC

History of changes

Version	Description of change	Date

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