

Next Generation Higher National Unit Specification

Performance Skills: Advanced Application (SCQF level 8)

Unit code: J87M 48

SCQF level: 8 (48 SCQF credit points)

Valid from: session 2024 to 2025

Prototype unit specification for use in pilot delivery only (version 1.1) August 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 their advanced skills of acting, voice and movement in three performance projects (two group projects and one small group project), showing coherent, integrated and believable performances. Learners reflect on and understand their own personal development and development of meta-skills.

We recommend the unit to learners who have completed Higher National Certificate (HNC) Acting and Performance at SCQF level 7 and who want to further advance and develop their acting skills.

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 perform in three performance projects:

- ◆ a script-based work for stage
- ◆ a second project, selected from the following:
 - script-based work for stage
 - or
 - devised work
 - or
 - screen work
- ◆ a small group performance project

Script-based work for stage

Learners who complete this project 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 this project can:

- 1 develop a 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 a devised work to an audience

Screen work

Learners who complete this project 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

Small group performance project

Learners who complete this project can:

- 1 create a small group performance project as an actor and/or writer and/or director
 - ensure the performance is a minimum of 6 minutes, with no more than four learners in the group
- 2 apply rehearsal techniques when preparing a solo or small group performance or performances
- 3 apply acting, voice and movement skills, as appropriate to selected pieces of work
- 4 perform a small group work to an audience

Meta-skills

Learners who complete the unit can develop 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 all projects.

Evidence requirements

Learners must provide the following evidence:

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. They 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 performances. They 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 these outcomes, 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 approximately 10 minutes.

Outcome 5

Each learner sustains a character in at least two live performances to an audience. They must:

- ◆ demonstrate that they can communicate their 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 a devised work from source material. They 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. They 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 approximately 10 minutes.

Outcome 5

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

- ◆ communicate with the audience
- ◆ sustain a 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 actors 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. They must prepare portfolios that:

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

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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. They 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 actors 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 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 approximately 10 minutes.

Outcome 5

Each learner sustains a character in a screen performance for approximately 5 minutes. They 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.

Small group performance project

Outcome 1

Learners create a small group performance project as actor and/or writer and/or director. There should be no more than four members in a group. Learners must participate in on-going professional discussions that include:

- ◆ relevant research into materials that are suitable for performance, and justification of the chosen materials for performance in terms of how it highlights their own skills
- ◆ justification of the aims of the chosen performance in terms of how it draws upon their prior learning and skills
- ◆ relevant research into the target audience of the performance, and justification as to why this is appropriate

To assess learners' competence in the knowledge and skills for this outcome, you conduct professional discussions at key points of the process, to assess the knowledge and skills applicable to the selected performance material. You can record these in an observation checklist.

Outcomes 2 and 3

Learners apply rehearsal techniques in preparation of a small group performance or performances, as an actor and/or writer and/or director. They apply acting, voice and movement skills, as appropriate to selected pieces of work.

Learners must:

- ◆ participate in critical reflection of their contribution to the process in this role and their ability to achieve the aims of the piece for the relevant target audience, through discussions and peer feedback
- ◆ develop material in rehearsal, as appropriate
- ◆ apply a range of appropriate acting, voice and movement skills in rehearsal, as appropriate
- ◆ manage rehearsals productively and positively

To assess learners' knowledge and skills in these outcomes, you observe and assess their participation in rehearsals.

Outcome 4

Learners perform or have their work performed to an audience. They must participate in a project that lasts a minimum of 6 minutes for a small group piece.

If learners take on the role of writer or director, they must communicate to an audience through the medium of performance.

The work can be pre-recorded or performed live.

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To assess learners' competence in the knowledge and skills for this outcome, you assess one performance, either live or pre-recorded on film. You must retain video evidence of this performance.

Meta-skills

Outcome

Learners must produce evidence to show they can:

- ◆ self-assess their meta-skills baseline
- ◆ create a plan to develop their own meta-skills
- ◆ carry out activities to develop and demonstrate their meta-skills
- ◆ use reflective practice to monitor and assess the meta-skills they have improved and developed

For more information about meta-skills, see the Educator Guide, [Skills 4.0, a skills model to drive Scotland's future](#) and [SQA's meta-skills web page](#).

The standard of evidence for all 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:

Script-based work for stage

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the historical, social, political, and cultural context of a script ◆ textual analysis techniques ◆ the importance of language for an actor ◆ character study 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ research the context of a play ◆ analyse material to inform creative choices ◆ interpret character ideas by using appropriate textual analysis ◆ interpret the writer's intention through appropriate characterisation ◆ create a character study to support the development of their character throughout rehearsals
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ vocal, physical, emotional, and psychological demands of a character ◆ character development techniques ◆ the importance of sustaining a character 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ develop material as directed ◆ use relevant exercises to develop emotional and psychological characterisation ◆ engage with character development exercises to influence choices in rehearsal ◆ sustain a character throughout scenes in rehearsal

Knowledge	Skills
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ vocal requirements — tone, articulation, projection, accent ◆ movement requirements — physical awareness, proxemics, characterisation 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ apply effective vocal skills to create a believable character in rehearsal and performance ◆ apply effective movement skills to create a believable character in rehearsal and performance ◆ select appropriate voice and movement characteristics for the performance
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the roles of all members of the cast and creative team ◆ the role of the director ◆ rehearsal etiquette and professional conduct ◆ the importance of reflection as part of the rehearsal and performance process 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ contribute productively to the rehearsal process ◆ work with others in a professional manner ◆ apply direction, as received ◆ accurately recall lines and cues off-book ◆ demonstrate effective working relationships with the cast and creative team ◆ engage in reflective exercises to inform their process
<p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ effective relationships with the audience ◆ performance energy ◆ the ensemble in performance 	<p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ communicate character to the audience ◆ demonstrate stamina in performance ◆ collaborate effectively with fellow cast members

Knowledge and skills

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

Devised work

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

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

Knowledge and skills

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

Screen work

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the differences between stage and screen performances ◆ the screenplay, and how to analyse and interpret it to create a character ◆ influential screen performers, directors, and performances (a minimum of two) 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ analyse screen acting in relation to stage work ◆ interpret a screenplay from an actor's perspective ◆ discuss key elements of performers and/or directors and their methodologies (a minimum of two)
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ key terminology and its application in screen acting, including on-set vocabulary, hitting marks, eyeline, framing, acting on and off camera, and shot types ◆ vocal techniques and vocal characterisation for screen acting ◆ physical techniques and physicalisation for screen acting ◆ acting requirements for a range of different shot types 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ 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 ◆ employ appropriate vocal choices and techniques in screen acting ◆ employ appropriate physical choices and techniques in screen acting ◆ perform appropriately in a range of different shot types

Knowledge	Skills
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ what makes an effective contributor to the filming process ◆ the roles and responsibilities of personnel on a set and location ◆ working with a director for screen ◆ the preparation required of the actor prior to rehearsing the shoot ◆ the differences between working in a studio and on location ◆ health and safety on a filming set or location 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ perform effectively as part of the filming process ◆ collaborate appropriately with key personnel on set or location ◆ interpret a role alongside the director's vision ◆ prepare for a shoot ◆ perform in a studio or on location ◆ work safely and responsibly while filming
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ character development for screen performance ◆ the actor's role during filming, including: <ul style="list-style-type: none"> — performing for multiple takes — performing in more than one scene as the same character — delivering a rehearsed and professional performance ◆ the benefit of effective reflection on their understanding and contribution to the process 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ effectively portray a character for screen performance ◆ perform consistently and effectively as an actor in a screen performance across multiple takes, and in more than one scene as the same character ◆ reflect on their understanding of, and contribution to, the process as an actor

Knowledge	Skills
<p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ sustaining an appropriate character across a minimum of two different scenes within a piece ◆ the importance of physical continuity for the actor in a performance, including costume, props, and character physicality through multiple takes ◆ the importance of emotional continuity for the actor in a performance, including working out of sequence and through multiple takes 	<p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ perform a character effectively in more than one scene in a screen performance ◆ sustain physical continuity over several different takes in the same character ◆ sustain emotional continuity over several different takes in the same character

Knowledge and skills

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

Small group performance project

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the choices available as source materials ◆ the aims of the selected piece for performance ◆ the intended target audience 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ identify and justify appropriate materials for the purpose of the performance, in terms of how it highlights their own skills ◆ justify their selection of a solo or small group performance, in terms of how it draws upon their prior learning and skills ◆ identify and justify their target audience
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the roles required to successfully create work for performance ◆ the process of developing a performance for an intended audience ◆ the importance of ongoing self-reflection during the rehearsal process ◆ self-discipline in a small group project 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ develop material, as appropriate ◆ use relevant exercises to develop emotional and psychological characterisation, as required in the selection ◆ engage in critically reflective exercises to inform their process in their chosen role in the project
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ vocal requirements as appropriate — tone, articulation, projection, accent ◆ movement requirements as appropriate — physical awareness, proxemics, characterisation ◆ the importance of adapting to a selected space or style 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ select appropriate voice and movement characteristics for the extracts, monologues and performance pieces ◆ apply effective vocal skills to create believable characters ◆ apply effective movement skills to create believable characters

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none">◆ connecting with the audience◆ characterisation◆ intellectual and emotional engagement	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none">◆ emotionally and intellectually engage with a selected audience◆ sustain a character or characters in selected extracts, monologues and performance pieces◆ as writer or director, create a piece of work that emotionally and intellectually engages with a selected audience

Knowledge and skills

Meta-skills

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

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We've suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This meta-skill includes:

- ◆ focusing:
 - remaining focused on set, on stage, and throughout rehearsals and performances
- ◆ integrity:
 - being a reliable member of a 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 a character and storylines
- ◆ sense-making:
 - researching
 - analysing text
- ◆ critical thinking:
 - reviewing and reflecting on work
 - self-reflection

Literacies

Throughout the 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 HND Acting and Performance.

There are opportunities to integrate and cross-assess with the other mandatory unit:
Performance Skills for the Actor (SCQF level 8).

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

Additional guidance

The guidance in this section is not mandatory.

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 far as your centre's resources can accommodate. 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. Learners should perform the play 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 for the Actor. 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 unit. 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 a 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

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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 unit, learners reflect on and improve ideas, taking direction from you and applying vocal and movement skills where appropriate. When they have devised the final script or scenario, 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 everyone an equal opportunity to perform for a minimum of 5 minutes.

You must lead the rehearsal process and direct learners to develop acting skills and create characters.

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. They 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, and give 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 learners, learners could have a peer-to-peer conversation, or they could present a podcast.

Practically, we anticipate that you explore core skills, such as finding a mark, eyeline, appropriate performance style for different shots, reactions, and use of voice. 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 them to have some work on continuity and sustaining a character.

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.

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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

- ◆ Churcher, M. (2011) *A Screen Acting Workshop*, Nicke Hern Books
- ◆ 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

Small group performance project

Learners can choose to create a live or screen performance. There should be no more than four members in a group.

Learners can choose an existing text which is appropriate for the performance or devise an original piece. This should be an opportunity for learners to draw upon their learning in other areas of the course and synthesise these into a self-managed project. Some learners may wish to take on the role of writer or director. You should support learners through the process; this may be through mentoring sessions, tutorials, professional discussions, and peer feedback opportunities.

There is no maximum performance time, although you may wish to offer learners further guidance on what is appropriate for the selected performance type. The piece should last a minimum of 6 minutes for group performances, with all learners having a significant opportunity to contribute to the process.

This project can contribute towards showcase events in either live or recorded format.

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 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 learners' rehearsal techniques, including 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's 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's 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 assessment evidence in a portfolio.

We recommend that learners gather evidence in a digital portfolio, that they have created. The portfolio should contain a combination of the learner's research, their reflection on their 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 learners on 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 an assessor's 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.

Small group performance project

Create a small group performance project as actor and/or writer and/or director (outcome 1)

You assess learners on an ongoing basis as they research within their group and justify their choices for materials and audience.

Apply rehearsal techniques in preparation of small group performance (outcome 2) and

Apply acting, voice and movement skills, as appropriate to selected pieces of work (outcome 3)

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

Perform small group work to an audience (outcome 4)

You assess learners' small group performance, which is a minimum of 6 minutes, 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 must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Performance Skills: Advanced Application (SCQF level 8)

This information 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 three contrasting pieces of work. You also reflect on your own personal development and meta-skills.

We recommend the unit if you have completed HNC Acting and Performance at SCQF level 7 and you want to further advance and develop your acting skills.

During the unit, you take part in three performances:

- ◆ a script-based work for stage
- ◆ a second project, selected from the following:
 - script-based work for stage
and/or
 - devised work
and/or
 - screen work
- ◆ a small group performance project

Script-based work for stage

For this performance, you:

- ◆ 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

For this performance, you:

- ◆ develop a 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 a devised work to an audience

Screen work

For this performance, you:

- ◆ 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

Small group performance project

For this performance, you:

- ◆ produce a small group performance project as an actor and/or writer and/or director
- ◆ participate in rehearsals of a small group performance or performances
- ◆ perform a small group work to an audience

Meta-skills

Throughout this unit, you develop meta-skills for the performing arts sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

When you finish the unit, you can progress to further studies in the performing arts and/or seek work in the performing arts industry.

Administrative information

Published: August 2024 (version 1.1)

Superclass: LC

History of changes

Version	Description of change	Date
1.1	Update to numbering of the small group performance project outcome, and text added to evidence requirements to clarify that there should be no more than four members in a small group performance project. Meta-skills outcome numbering removed.	August 2024

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