

Next Generation Higher National Unit Specification

Alternative Performance Practice (SCQF level 8)

Unit code: J87P 48
SCQF level: 8 (8 SCQF credit points)
Valid from: session 2024 to 2025

Prototype unit specification for use in pilot delivery only (version 1.0) May 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 helps learners to develop an understanding and appreciation of creating alternative performances. It encourages them to think creatively and imaginatively in the making of a performance and in their engagement with an audience. Learners also reflect on and understand their own personal development and development of meta-skills.

We recommend the unit to learners who have an interest in developing their knowledge and skills in alternative performance practice and to those who have completed Acting and Performance (SCQF level 6); Acting and Theatre Performance (SCQF level 6); Higher Drama; Advanced Higher Drama; or Higher National Certificate (HNC) Acting and Performance (SCQF level 7).

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 can:

- 1 research an alternative performance practice
- 2 create and rehearse a performance using an alternative practice
- 3 perform in an alternative performance

Evidence requirements

Learners must provide the following evidence:

Outcome 1

Learners research an alternative performance practice. They must:

- ◆ research an approach to performance that takes place in an alternative or non-traditional setting
- ◆ underpin an idea for a performance with research into existing practitioners or companies that work in their chosen practice
- ◆ demonstrate their knowledge of the target audience
- ◆ demonstrate understanding of any health and safety considerations
- ◆ present their findings in a presentation, which pitches an idea for a performance in an alternative setting

For their presentations, learners can work individually, in pairs or in small groups. If learners work individually, their presentation should be a minimum of 5 minutes. If learners work in a pair or group, it should be a minimum of 10 minutes.

To assess learners' competence in the knowledge and skills for this outcome, you assess their findings as evidenced in their presentation.

Outcome 2

Learners create and rehearse a performance using an alternative practice. They must:

- ◆ plan a performance in a non-traditional setting
- ◆ participate in appropriate rehearsals for an alternative performance

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

Outcome 3

Learners perform in an alternative performance. They must:

- ◆ perform in an alternative performance lasting a minimum of 3 minutes
- ◆ sustain appropriate vocal and/or physical traits for the chosen performance
- ◆ engage with the audience in a manner appropriate for the chosen performance

Performances should be a minimum of 3 minutes in length. They can be longer in length if they are integrated with another unit, such as Performance Skills: Application (SCQF level 7) or Performance Skills: Advanced Application (SCQF level 8). Evidence of this must be retained in a manner appropriate to the chosen practice.

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

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"> ◆ the methods used to create the alternative performance ◆ companies or practitioners who currently work in this manner ◆ the audience that engages with the performance practice, and how and/or where they do this ◆ health and safety considerations when working in this manner 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ draw upon their knowledge of the performance practice to successfully articulate an idea for a performance ◆ present their knowledge of a company or practitioner who works in their chosen practice, to support their chosen idea ◆ articulate how their idea will engage with its target audience and any health and safety considerations that are appropriate to their idea
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the process of creating material for a chosen alternative performance ◆ appropriate rehearsal techniques for a chosen alternative performance 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ explore ideas for their chosen alternative performance ◆ select appropriate ideas to develop for a performance in their chosen practice ◆ make appropriate vocal and/or physical choices for their chosen practice ◆ rehearse for the performance using appropriate techniques ◆ reflect on their rehearsal process
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the audience and performance relationship in their chosen practice ◆ the performance requirements of the chosen practice ◆ the communication of an idea, theme or story appropriate to their chosen performance practice 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ engage with a target audience in an appropriate manner for the chosen performance practice ◆ sustain a performance that successfully communicates a chosen idea or ideas, theme or themes, or story

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 throughout ideation, rehearsals and performances
- ◆ integrity:
 - being a reliable member of a cast
 - respect for others
 - punctuality and attendance
- ◆ adapting:
 - working with others as part of a group
 - developing ideas in unfamiliar performance modes
 - reacting to audiences in new ways
- ◆ initiative:
 - creating and developing ideas

Social intelligence

This meta-skill includes:

- ◆ communicating:
 - interacting through presenting ideas, devising and performing
- ◆ feeling:
 - empathy with, and respect for, fellow group members
 - demonstrating inclusivity in practice in rehearsal and in performer and audience relationships
- ◆ collaborating:
 - working in a team
 - offering ideas as a group
 - being part of a cast

Innovation

This meta-skill includes:

- ◆ curiosity:
 - learning about alternative performance practices and ways of creating a performance
- ◆ creativity:
 - being artistic in pitching, devising, rehearsing, and developing a performance
- ◆ sense-making:
 - researching companies and practitioners and using research to support original ideas

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, and rehearsing, presenting and performing.

Digital

Learners develop digital skills and computer literacy by researching and communicating with others in a group or cast.

Delivery of unit

This is an optional unit in the Higher National (HN) Acting and Performance.

You can integrate and cross-assess the unit with the following mandatory units:

- ◆ Performance Skills: Application (SCQF level 7)
- ◆ Performance Skills: Advanced Application (SCQF level 8)

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Research an alternative performance practice (outcome 1)

You may wish to explore a range of alternative performance practices, or choose to focus on one in more depth, and discuss practitioners or companies who engage with this practice.

Practices may include, but are not limited to:

- ◆ street theatre
- ◆ site responsive or specific
- ◆ podcasts
- ◆ motion capture
- ◆ radio
- ◆ gaming
- ◆ live art
- ◆ storytelling
- ◆ immersive theatre
- ◆ virtual reality (VR)

To prepare learners for their presentation in outcome 1, you may consider exploring a range of companies who work in alternative ways.

Companies may include, but are not limited to:

- ◆ Punchdrunk
- ◆ Surge
- ◆ Grid Iron
- ◆ UZ Arts
- ◆ Mischief Las Bas
- ◆ Motion House
- ◆ Immersive Ensemble
- ◆ Egg People
- ◆ Future Artists
- ◆ Dante or Die
- ◆ Nic Green
- ◆ Playing Up
- ◆ Buzz Cut
- ◆ Cade & MacAskill
- ◆ Thick Skin
- ◆ BBC Radio Drama
- ◆ Move AI

Create and rehearse a performance using an alternative practice (outcome 2)

In outcome 2, learners may wish to continue to develop the idea that they presented in learning outcome 1; however, this may not always be possible, depending on the resources available. Therefore, learners can explore a different alternative performance practice in learning outcome 2 if they wish.

Perform in an alternative performance (outcome 3)

You must retain appropriate evidence of learners' performances. If the performance is live, then it must be filmed. If the performance is in audio format, then it must be recorded as an audio file. If learners choose more complex performance practices, such as automated dialogue replacement (ADR) for a computer game or animation, they should be filmed performing the ADR live in the studio, and the film should accompany the finished animation or game sequence.

You may wish to integrate this performance opportunity with Performance Skills: Advanced Application, as part of the devised or small group performance.

Approaches to assessment

You should use your professional judgement when observing learners in class, rehearsals and performances, to ensure they evidence all knowledge and skills. Alongside recorded evidence, you can use an assessor's checklist to record your assessment of each 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

Alternative Performance Practice (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

In this unit, you explore alternative performance practice and develop your skills in the creation and performance of an alternative performance.

We recommend the unit if you have an interest in developing your knowledge and skills in alternative performance practice and if you have completed Acting and Performance (SCQF level 6); Acting and Theatre Performance (SCQF level 6); Higher Drama; Advanced Higher Drama; or Higher National Certificate (HNC) Acting and Performance (SCQF level 7).

During the unit, you research alternative performance practices and companies that use alternative methodologies. You use the information you gather to support you in creating and presenting an idea for a performance that uses an alternative performance practice.

You develop your skills in performing in an alternative performance practice by participating in class exercises. You apply your skills by rehearsing and performing in an alternative performance.

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 seek work in the performing arts industry.

Administrative information

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Superclass: LC

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.