

# **Next Generation Higher National Unit Specification**

## **Advanced Performance Skills: Movement (SCQF level 8)**

**Unit code:** J8R5 48

**SCQF level:** 8 (8 SCQF credit points)

**This unit is available in a restricted delivery  
model from academic session 2025**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

Published: August 2025 (version 1.0)

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# Unit purpose

This unit enables learners to advance and develop their skills in movement; specifically in:

- movement styles, application and care
- advanced movement techniques

Entry is at your centre's discretion. We recommend the unit to learners who have completed Higher National Certificate (HNC) Acting and Performance at SCQF level 7.

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

# Unit outcomes

Learners who complete this unit can:

1. demonstrate understanding of movement styles, application and care
2. demonstrate advanced movement techniques in a creative context

## Evidence requirements

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

### Outcome 1

Learners understand movement styles, application and care. They must:

- provide a diagnostic of their own movement qualities, and areas that impact positively and negatively on their movement
- demonstrate safe practice for movement work. This must involve learners having an awareness of their own individual needs and requirements for movement, and making sure that their practice is safe at all times. This must include executing appropriate warm-up and cool-down exercises, and monitoring and managing the body throughout all movement
- explore and demonstrate a minimum of two movement styles, showing adequate exploration of each movement style, incorporating appropriate steps, formations, gestures, dynamics, and timings

To assess learners in the knowledge and skills for this outcome, you make a practical assessment of their diagnostic. You observe and assess their participation in rehearsals and at least two warm-up exercises and/or cool downs. You assess learners' safe practice for movement work. You observe and assess their exploration and demonstration of two movement styles.

## Outcome 2

Learners demonstrate advanced movement techniques in a creative context. They must:

- plan and prepare for a solo movement piece. Learners must select a theme, idea or stimulus for their solo movement sequence. They must structure their movement piece and include any movement components and compositional devices that enhance their performance
- perform a solo movement piece lasting a minimum of 2 minutes. Learners must demonstrate clear articulation of movement components and compositional devices
- work in a pair or group to collaborate, adapt, plan, prepare and produce a movement piece. The piece should be a minimum of 3 minutes, but can be longer if integrated with another unit
- participate in a group performance event, applying advanced movement technique and intention to a character in a creative context

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess their participation in group rehearsals and performances, and their solo movement sequence in which they demonstrate the knowledge and skills required.

You must film learners' performances as evidence.

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• movement styles</li> <li>• movement components that differentiate the movement form or style</li> <li>• appropriate steps, formations, gestures and timings</li> <li>• safe practice for movement work</li> </ul>	<p><b>Outcome 1</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• explore and practise movement styles</li> <li>• demonstrate movement styles</li> <li>• demonstrate safe practice for movement work</li> </ul>
<p><b>Outcome 2</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• movement themes, ideas or stimuli for solo and group work</li> <li>• structure and sequence for a movement piece</li> <li>• movement components and compositional devices to include in the movement piece</li> <li>• working as a solo performer to plan, prepare, and produce a movement piece</li> <li>• working in a group to collaborate, adapt, plan, prepare and produce a movement piece</li> <li>• movement skills and techniques to meet different characterisation and performance requirements</li> <li>• how to respond to feedback</li> <li>• their personal strengths and weaknesses</li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• plan and prepare for a solo movement piece</li> <li>• perform a solo movement piece</li> <li>• collaborate, adapt, plan and prepare for a group movement piece</li> <li>• perform a group movement piece</li> <li>• demonstrate characterisation by applying advanced movement technique and intention creatively in a group performance event</li> </ul>

# Meta-skills

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

## Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - remaining focused throughout rehearsals and performances
- integrity:
  - being a reliable member of a cast
  - respecting others
  - being punctual and attending rehearsal
- adapting:
  - working with others as part of an ensemble
  - taking direction
  - developing materials
  - reacting to audiences
- initiative:
  - creating and developing ideas

## **Social intelligence**

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
  - interacting through devising, performing, and presenting
- feeling:
  - empathy with, and respect for, fellow cast members
  - empathy with characters
  - empathy with a story
  - inclusivity in practice
- collaborating:
  - working in a team
  - being part of a cast
  - taking direction

## **Innovation**

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - learning about new materials and stimuli
  - understanding characterisation
- creativity:
  - being artistic in devising, rehearsing, and developing character and storylines



- sense-making:
  - researching
  - analysing text
- critical thinking:
  - reviewing and reflecting on work of self and others

## **Literacies**

This unit provides opportunities to develop the following literacies.

### **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 others in a group or cast.

# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

We suggest that the following SDGs are identifiable in the unit:

- good health and well-being (SDG 3)
- quality education (SDG 4)

## **Delivery of unit**

This is a mandatory unit in the Higher National Diploma (HND) Acting and Performance.

We recommend that this unit runs throughout the duration of the HND Acting and Performance course.

There are opportunities to integrate and cross-assess with the other mandatory units at SCQF level 8:

- Advanced Performance Skills: Acting
- Advanced Performance Skills: Voice
- Performance Skills: Advanced Application
- Industry and Audition Advanced Skills

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**

### **Demonstrate understanding of movement styles, application and care (outcome 1)**

The movement diagnostic in this outcome should be practical and encourage critical self and/or peer reflection.

Warm-up exercises could include:

- muscular groups and areas of tension
- key warm-up techniques
- posture and alignment
- flexibility
- physical stamina
- balance and core strength
- overall fitness levels
- areas of strength and needs for improvement

You should introduce learners to movement styles and explore and demonstrate a minimum of two. You can select any two styles, such as (but not limited to):

- contact improvisation
- butoh
- tai chi
- melodrama
- mime
- mask work

- clowning
- commedia dell'arte
- stage fighting
- contemporary movement
- choreography

Learners should demonstrate an understanding of styles through taking part in class exercises where they experience and practise each style and its components. The style they choose may link to other units, including Performance Skills: Advanced Application.

## **Demonstrate advanced movement techniques in a creative context (outcome 2)**

Learners must perform three movement pieces — a solo piece, a group movement piece, and a group performance event. Learners can choose the theme or ideas themselves or you can direct them. The movement pieces may link into character work from acting and highlighting a character's emotional journey, thoughts and personality, or they can be more stylised and based on dance or physical theatre.

The performance event should demonstrate an effective dramatic characterisation.

You can integrate this outcome with the other mandatory units:

- Advanced Performance Skills: Acting
- Performance Skills: Advanced Application
- Industry and Audition Advanced Skills

## **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.

## **Demonstrate understanding of movement styles, application and care (outcome 1)**

Learners demonstrate their understanding of their own movement skills through a diagnostic of their own movement qualities and warm-up exercises designed to prepare the body for performance. This should include at least one appropriate warm-up exercise and at least one appropriate cool-down exercise. You assess this outcome through on-going observations of learners' movement work and warm-ups.

You may film learners' practical activities for evidence.

You can assess this outcome using assessors' checklists.

## **Demonstrate advanced movement techniques in a creative context (outcome 2)**

Learners demonstrate their movement techniques in a solo piece, a group movement piece and a group performance event. The solo movement piece should be a minimum of 2 minutes. The group movement piece should be a minimum of 3 minutes, but can be longer if integrated with another unit. The group performance event should be a minimum of 10 minutes, but can be longer if integrated with another unit.

You assess this outcome by observing learners' performances.

You may film learners' solo and group performances as evidence.

You must film learners' group performance event as evidence.

# 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

## Advanced Performance Skills: Movement (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 develop advanced techniques in movement. It provides opportunities for you to develop skills in movement sequences, allowing you to perform in a range of materials.

We recommend the unit if you have completed Higher National Certificate (HNC) Acting and Performance at SCQF level 7.

During the unit, you:

- learn about the importance of physical care, to ensure you can warm up and prepare the body for rehearsal and performance requirements
- learn about movement styles and application
- explore and develop movement practices and techniques in solo and group work
- explore and perform characters creatively
- engage creatively in practical exercises, rehearsals and performance opportunities



You may be assessed by:

- observation in class, rehearsals and performances
- question-and-answer sessions
- oral questions

When you have completed the unit, you may progress to further studies and/or seek work in the performing arts industry.

## **Meta-skills**

Throughout this unit, you develop meta-skills that are useful 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.

### **Self-management**

- focusing:
  - remaining focused throughout rehearsals and performances
- integrity:
  - being a reliable member of a cast
  - respecting others
  - being punctual and attending rehearsal

- adapting:
  - working with others as part of an ensemble
  - taking direction
  - developing materials
  - reacting to audiences
- initiative:
  - creating and developing ideas

## **Social intelligence**

- communicating:
  - interacting through devising, performing, and presenting
- feeling:
  - empathy with, and respect for, fellow cast members
  - empathy with characters
  - empathy with a story
  - inclusivity in practice
- collaborating:
  - working in a team
  - being part of a cast
  - taking direction

## **Innovation**

- curiosity:
  - learning about new materials and stimuli
  - understanding characterisation
- creativity:
  - being artistic in devising, rehearsing, and developing character and storylines
- sense-making:
  - researching
  - analysing text and stimuli
- critical thinking:
  - reviewing and reflecting on work of self and others

## **Learning for Sustainability**

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the performing arts sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

# Administrative information

**Published:** August 2025 (version 1.0)

**Superclass:** LC

## History of changes

Version	Description of change	Date

Please check SQA's website to ensure you are using the most up-to-date version of this unit.

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