

# Next Generation Higher National Unit Specification

## Industry and Audition Skills (SCQF level 7)

**Unit code:** J79Y 47

**SCQF level:** 7 (16 SCQF credit points)

**Valid from:** session 2023 to 2024

### **Prototype unit specification for use in pilot delivery only (version 1.2) June 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 develop the audition skills required to enter the performing arts industry.

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 can:

- 1 prepare for a range of employment and progression opportunities
- 2 produce a self-tape for a stage or screen digital audition
- 3 prepare for a live audition
- 4 perform a live audition

## Evidence requirements

### Outcome 1

Learners prepare for a range of employment and progression opportunities. Learners must:

- ◆ produce a portfolio, demonstrating understanding of:
  - marketing
  - networking
  - agents
  - CVs
  - auditions
- ◆ produce an actor's CV

Learners' portfolios can be presented in digital format or take the form of an oral presentation. The presentation should be recorded for evidence.

### Outcome 2

Learners prepare a self-tape for a stage or screen digital audition. Learners must:

- ◆ produce a self-tape that includes a personal introduction, lasting no more than 2 minutes
- ◆ demonstrate a performance to the constraints of self-tape audition requirements, including:
  - audience/camera awareness
  - space awareness
  - appropriate vocal qualities
  - sustained emotional and physical authenticity of characterisation
- ◆ participate in a professional dialogue or produce a short written reflection (maximum 500 words) to self-reflect on the process and their self-taped performance

### **Outcome 3**

Learners prepare for a live audition. Learners must:

- ◆ using their research of audition requirements from performing arts organisations, select an appropriate audition speech. The speech should last no longer than 2 minutes
- ◆ rehearse a speech for a mock audition
- ◆ critically self-reflect throughout the rehearsal process

### **Outcome 4**

Learners perform a live audition. Learners must:

- ◆ perform a mock live audition to the constraints of live audition requirements, including:
  - audience awareness
  - stage and space awareness
  - appropriate vocal qualities
  - sustained emotional and physical authenticity of characterisation
- ◆ participate in a question-and-answer session. Learners self-reflect on their selection, rehearsal, and performance of the speech. The question-and-answer session should last a minimum of 5 minutes

Both the audition and the question-and-answer session must be recorded for evidence.

## Knowledge and skills

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

Knowledge	Skills
<p><b>Outcome 1</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to market a career</li> <li>◆ types of audition</li> <li>◆ how to get an agent</li> <li>◆ the purpose and construction of a CV</li> <li>◆ the importance of networking</li> <li>◆ the role of Equity, the actor's union, or any other relevant industry union</li> </ul>	<p><b>Outcome 1</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ outline the skills required for employment and progression in the performing arts industry</li> <li>◆ describe methods of marketing a career</li> <li>◆ describe types of audition</li> <li>◆ describe the strengths of social media and digital technology in marketing</li> <li>◆ describe the role of agents and organisations such as Equity</li> <li>◆ identify agents</li> <li>◆ construct a CV</li> <li>◆ identify key contacts in organisations</li> </ul>
<p><b>Outcome 2</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the advantages of producing a self-tape for marketing</li> <li>◆ the specific requirements for stage and film</li> <li>◆ audition requirements</li> <li>◆ the technical requirements for recording a self-tape</li> <li>◆ audience and camera awareness</li> <li>◆ use of voice</li> <li>◆ spatial awareness</li> <li>◆ emotion authenticity of characterisation</li> <li>◆ the strengths and weaknesses of their final product</li> </ul>	<p><b>Outcome 2</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ describe the advantages of producing a self-tape for marketing</li> <li>◆ describe the different requirements for stage and film self-tapes</li> <li>◆ describe the technical requirements for recording a self-tape</li> <li>◆ produce a self-tape for stage or film, in accordance with audition requirements</li> <li>◆ critically reflect on the strengths and weaknesses of the final product</li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the specific requirements for the audition</li> <li>◆ the appropriateness of their choice of audition material</li> <li>◆ the context of chosen material</li> <li>◆ the process of preparation and rehearsal</li> <li>◆ the process of critical evaluation</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ identify the specific requirements for the audition</li> <li>◆ select appropriate audition material</li> <li>◆ describe the context of chosen material</li> <li>◆ prepare and rehearse audition material</li> <li>◆ critically reflect on the rehearsal process</li> </ul>
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of adherence to audition requirements</li> <li>◆ audience awareness</li> <li>◆ the use of voice</li> <li>◆ stage and spatial awareness</li> <li>◆ emotional and physical authenticity of characterisation</li> <li>◆ the critical reflection process</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ perform to the constraints of audition requirements</li> <li>◆ demonstrate audience awareness</li> <li>◆ demonstrate stage and spatial awareness</li> <li>◆ demonstrate appropriate vocal qualities</li> <li>◆ demonstrate sustained emotional and physical authenticity of characterisation</li> <li>◆ critically reflect on their performance (through professional dialogue)</li> </ul>

## Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the performing arts sector.

### Self-management

This meta-skill includes:

- ◆ focusing: remaining focused throughout rehearsals and performances, both live and filmed
- ◆ integrity: being reliable and meeting deadlines
- ◆ adapting: working in two different mediums — live and filmed; responding to an audition panel
- ◆ initiative: selecting appropriate audition pieces; developing ideas

### Social intelligence

This meta-skill includes:

- ◆ communicating: through the mediums of live performance and screen work; communicating with audition panels
- ◆ feeling: empathy with characters; empathy with the story
- ◆ collaborating: taking direction during the audition process

### Innovation

This meta-skill includes:

- ◆ curiosity: learning about the industry and audition processes
- ◆ creativity: in rehearsing and preparing for both live and filmed audition work
- ◆ sense-making: researching, analysing texts, understanding different types of audition requirements
- ◆ 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 preparing and performing in both live and filmed auditions, and communicating with an audition panel.

### Digital

Learners develop digital skills and computer literacy by preparing and producing a self-tape.

## **Delivery of unit**

You can teach and assess this unit alongside Performance Skills: Acting, Voice and Movement (SCQF level 7).



## **Additional guidance**

The guidance in this section is not mandatory.

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

The unit focuses on preparing learners for the audition process and for entering the performing arts industry. It also prepares them for progression to further learning. Learners must employ the knowledge and skills developed in the Performance Skills: Acting, Voice and Movement unit, so that they understand their playing range, capabilities, and which type of roles are suitable for them.

Learners develop the ability to research the performing arts industry by accessing agents and other means of employment. 'Extras' agents are outwith the intentions of the unit.

Learners must meet the demands of the professional industry or higher-level courses when they prepare and perform their audition. They should choose material for audition purposes that best reflects their skills, while adhering to the critical requirements of the audition in terms of requested time constraints and performance material. Learners should demonstrate the appropriate etiquette at an audition.

This unit has two practical projects — preparing and producing a self-tape; and preparing for and performing in a live mock audition. Self-reflection is an important part of the process. Throughout the preparation, rehearsals and performances, learners should critically reflect on their progress.

Learners should focus on 'acting for screen' and not filming techniques or editing when they prepare their self-tape. Learners should film themselves by using a simple digital camera, for example one that is on a mobile phone. However, the end-product should look professional, for example backgrounds are appropriate, and the camera is steady. Learners must use acting techniques that are professional, such as the use of voice, eyeline, playing of subtext, and reactions. They should consider current industry trends.

The live audition should take place in an appropriate space so that you can assess movement and vocal qualities.

Learners prepare and perform their material for audition to demonstrate a level of vocal, physical, and psychological awareness consistent with required skills for employability.

You should encourage peer group and tutor feedback during the process of preparation.

### **Approaches to assessment**

Learners can present their evidence for outcome 1 in digital format, or as an oral presentation. You must record the presentation for evidence.

The self-tape and professional dialogue form the assessment for outcome 2.

Outcome 3 is evidenced in the final assessment for outcome 4, the 'live' audition.

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For outcome 4, we recommend that learners perform their live audition to a panel consisting of at least two people, one of whom should be you, the assessor. You must record both the audition and the question-and-answer session for evidence.

You can use assessment checklists for the assessments of the self-tape (outcome 2) and the live audition performance (outcome 4).

## **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

### Industry and Audition Skills (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

In this unit, you develop the audition skills required for entering the performing arts industry. It helps you to prepare for auditions —both self-taped and live.

You learn about the importance of agents, casting directors, marketing and the types of audition processes that exist.

You have two practical tasks — to produce a self-tape for an audition, and perform in a live mock audition. Throughout the unit you critically reflect on your progress.

You participate in question-and-answer sessions so that you can reflect on the process, the choices you made, and the performances of your two (self-taped and live) audition tasks.

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

When you finish the unit, you should be able to audition for work in the performing arts industry. You should also be able to produce content and perform appropriately at auditions for drama schools and universities.

# Administrative information

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**Superclass:** LC

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## History of changes

Version	Description of change	Date
1.1	Minor text updates on page 4 (addition of the words 'or any other relevant industry union') and page 8 (addition of the words 'They should consider current industry trends').	May 2024
1.2	Amendment of the 'Evidence requirements' section: detail added to outcome 2 (addition of the words 'or produce a short written reflection (maximum 500 words)') and outcome 4 (amendment from 'approximately 10 minutes' to 'a minimum of 5 minutes').	June 2024

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