

Next Generation Higher National Unit Specification

Acting Methods and Practitioners (SCQF level 8)

Unit code: J7B9 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 introduces learners to acting methods and dramaturgy across mediums associated with stage, screen and performance art. Learners develop an understanding of different acting methods from selected practitioners and contextualise their understanding through their practical explorations. They explore key works and dramaturgical ideas and understand how to present their research findings effectively.

We recommend the unit to learners who:

- ◆ have an interest in developing their acting skills
- ◆ wish to pursue a career in performing arts
- ◆ have completed Acting and Performance at SCQF level 6; Acting and Theatre Performance at SCQF level 6; and Higher or Advanced Higher Drama

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

Unit outcomes

Learners who complete this unit can:

- 1 explore stimuli, applying different acting methods and practice
- 2 explore the practice and approaches of a practitioner by applying research methods
- 3 apply a key method of approach to a text

Evidence requirements

Outcome 1

Learners must practically explore stimuli, applying different acting methods and practice. Learners must:

- ◆ collaborate with others in practical exploration
- ◆ adapt materials to demonstrate effective exploration of practitioners' methods
- ◆ demonstrate practical exploration of a minimum of two acting methods

To assess learners' competence in the knowledge and skills for this outcome, you observe their participation in ongoing practical workshops and classes, in which they evidence knowledge of a minimum of two methods and practice, and the skills of applying these in practical exploration and group work.

Outcome 2

Learners must explore the practice and approaches of a practitioner by applying research methods. Learners must:

- ◆ research a selected practitioner, their practice and approaches
- ◆ document their findings in a portfolio of work
- ◆ present findings on their selected practitioner to an audience

To assess learners' competence in the knowledge and skills for this outcome, you assess their research findings, portfolio of work and presentation. The presentation should last a minimum of 5 minutes.

Outcome 3

Learners must apply a key method of approach to a text. Learners must:

- ◆ apply rehearsal techniques and take direction
- ◆ collaborate with others to realise a text
- ◆ demonstrate an effective performance, communicating professional practice ideas and character to an audience

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To assess learners' competence in the knowledge and skills for this outcome, you observe their participation in rehearsals. You also observe and assess their performance when applied to a 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"> ◆ stimuli and the performance brief ◆ dramaturgical options and choices ◆ acting styles and techniques ◆ processes of theatre-making and/or filmmaking ◆ group work and collaboration opportunities ◆ influencers and conventions 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ translate theoretical knowledge and understanding into practical exploration ◆ work together effectively ◆ apply invention, imagination and design ◆ collaborate and adapt materials to demonstrate effective exploration of a minimum of two acting methods
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ a variety of research methods ◆ documentation and recording formats ◆ the composition and components of a practitioner’s method ◆ the relevance and contribution of a practitioner to their artform ◆ creative platforms for presentation 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ apply research skills and document findings effectively ◆ cite and reference sources ◆ demonstrate effective knowledge of a practitioner’s practice and approach to acting ◆ deliver an effective presentation of their research
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ a practitioner’s method of approach to a text ◆ textual analysis ◆ rehearsal processes and etiquette ◆ performance concepts 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ apply a clear method of acting, communicating characterisation ◆ collaborate effectively with others to fully realise a text ◆ apply rehearsal techniques and take direction ◆ demonstrate an effective performance, communicating dramaturgical ideas and character to an audience

Meta-skills

Throughout this 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 class activities, rehearsals and performances
- ◆ integrity: being a reliable member of a group; respecting others; being punctual and showing good class attendance
- ◆ adapting: working with others to practically explore acting methods
- ◆ initiative: applying invention, imagination and design

Social intelligence

This meta-skill includes:

- ◆ communicating: interacting throughout class activities and rehearsals; presenting work
- ◆ feeling: showing empathy with, and respect for, practitioners and group members
- ◆ collaborating: working with others to explore a text

Innovation

This meta-skill includes:

- ◆ curiosity: learning about methods and practitioners
- ◆ creativity: exploring materials; creatively applying practitioners' methods
- ◆ sense-making: researching; analysing methods and practitioners
- ◆ critical thinking: reviewing and reflecting on work of self and others

Delivery of unit

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

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Outcomes 1 and 2 may lead to more in-depth study and underpinning knowledge of practice and practitioners, which might support Performance Skills: Acting, Voice and Movement and Performance Skills: Application. You can integrate these with devising, text or screen-based practice and practitioners. The unit is also open to learners interested in developing knowledge around different specialised practice in areas like sound, digital and performance art, site-specific and experimental theatre practice, contemporary performance, and socially-engaged practice and practitioners.

Explore stimuli applying different acting methods and practice (outcome 1)

The stimuli can come in any format, for example:

- ◆ audio
- ◆ visual
- ◆ textual
- ◆ workshop-based
- ◆ design-based
- ◆ screen-based
- ◆ practitioner-led

You can integrate and assess exploring stimuli with Performance Skills: Acting, Voice and Movement at SCQF level 7 or Performance Skills: Application at SCQF level 7. For example, if the stimulus is leading to devised work, you could explore theatre makers most associated with devising practice. If the stimulus is screen based, you may wish to explore the work of influential screen performers and/or directors. Textual, script-based stimuli encourage learners to explore theatre practitioners.

Explore the practice and approaches of a practitioner by applying research methods (outcome 2)

Research methods might include archival, observational, digital, enquiry and practice-based research.

Learners' portfolio work should cover their knowledge and skills. They can present it in digital format using smart applications like Microsoft Sway, Google or other sites and platforms. Alternatively, learners may decide to illustrate their research in a structured document. Their portfolio can be structured to include research, reflection and application. You can cross-assess learners' portfolio work with any portfolio work for Performance Skills: Application at SCQF level 7.

Learners can choose from a range of creative platforms to present their research findings and analysis, including PowerPoint, Pecha Kucha, stage dialogue, and question-and-answer sessions. Their audience can be fellow class members.

You should encourage learners to cite and reference research sources, and apply a recognised referencing method and bibliography in their portfolio of work.

Apply a key method of approach to a text (outcome 3)

You can integrate and cross-assess exploration of a text with Performance Skills: Acting, Voice and Movement at SCQF level 7 or Performance Skills: Application at SCQF level 7. Alternatively, you can assess the outcome as a stand-alone exercise. If learners take this option, their textual extract should last a minimum of 15 minutes.

Approaches to assessment

Each learner's portfolio of evidence covers the knowledge and skills gained throughout the unit, across all outcomes.

- ◆ Outcome 1: you assess practical explorations and applications through observation. You can use a checklist or other supporting documents to record your observations.
- ◆ Outcome 2: learners should produce a portfolio of evidence. They should present their findings on their selected practitioner to an audience. You must record the presentation for evidence.
- ◆ Outcome 3: you assess practical rehearsals and performance through observation. You can use a checklist or other supporting documents to record your observations. The final performance must be recorded.

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

Acting Methods and Practitioners (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

This unit is designed to enable you to develop knowledge and understanding of different acting methods and practitioners, and apply your understanding in a practical context.

The unit helps you develop your research skills and build a solid base for textual analysis and academic study in preparation for performance.

We recommend the unit to learners who:

- ◆ have an interest in developing their acting skills
- ◆ wish to pursue a career in performing arts
- ◆ have completed Acting and Performance at SCQF level 6; Acting and Theatre Performance at SCQF level 6; and Higher or Advanced Higher Drama

During the unit, you:

- ◆ explore the work of practitioners
- ◆ use research approaches and opportunities to study different methods and practices
- ◆ document and reflect on research and present analysis in a creative context
- ◆ apply what you have learned in a practical setting

You are assessed on your portfolio of evidence and through teacher observation.

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

Learners who complete the unit may wish to progress to further studies in 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.