

Next Generation Higher National Unit Specification

Applied Theatre Skills (SCQF level 8)

Unit code: J87R 48
SCQF level: 8 (8SCQF 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 outcomes

Learners who complete this unit can:

- 1 research applied theatre and community drama
- 2 select appropriate source material for an applied theatre project
- 3 create and rehearse an applied theatre project
- 4 participate in and/or perform in an applied theatre project

Evidence requirements

Learners must provide the following evidence:

Outcome 1

Learners must research the nature and scope of applied theatre practices, and companies and/or artists who have an applied practice. They must explore various approaches to community-based theatre and examples of local and national companies. Learners must discuss their ideas for an applied and socially-engaged project with the principles understood from research.

Learners should present their research in pairs or small groups, lasting a minimum of 10 minutes. If presenting solo, it must last 5 minutes. Learners present their research findings with examples of a minimum of two applied theatre practices and on the work of one company or artist. Based on their research knowledge, they present their ideas for an applied project.

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

Outcome 2

Learners must engage in selecting rehearsal material appropriate to the context of the applied theatre project. They must show an understanding of how the content relates to the setting in their choices.

To assess learners' competence in the knowledge and skills for this outcome, you observe their on-going participation in the selection and decision-making process.

Outcome 3

Learners must create the project through rehearsing effectively and working collaboratively to achieve project aims. They must apply acting, vocal and physical skills as appropriate. They must demonstrate on-going reflection throughout the rehearsal process, to ensure rehearsals progress in a positive and professional manner.

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

Outcome 4

Learners must participate in or perform in a performance piece lasting a minimum of 10 minutes. If the piece is integrated with another unit, such as the devised project in Performance Skills: Application (SCQF level 7) or Performance Skills: Advanced Application (SCQF level 8), it should last a minimum of 30 mins.

Learners must communicate with their target audience or client group in the project as a performer and/or facilitator and sustain a character or role where appropriate throughout. When working with their client or community group, they must present themselves and their work in a professional manner at all times.

To assess learners' competence in the knowledge and skills for this outcome, you observe their final participation and performance in an applied theatre project.

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"> ◆ a range of community drama and applied theatre practices ◆ companies and/or artists who work with communities and/or specialised groups ◆ methods and practices of applied theatre in non-theatre settings ◆ socially-engaged practice 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ research examples of educational and/or community and social theatre practices ◆ research the work of a company or practitioner working with this chosen practice ◆ present ideas for a socially-engaged practice project
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the process of selecting appropriate material for an applied theatre/community drama project ◆ appropriate identification of source materials 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ appropriately select material for a theatrical process ◆ explore a range of options and identify a stimulus ◆ develop existing material, where appropriate
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the process of rehearsing material for an applied setting ◆ the vocal and physical requirements of the text or piece ◆ the importance of creatively responding to the requirements of the audience, participants and setting ◆ self-reflection as a creator and performer of work 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ rehearse effectively and collaboratively ◆ apply acting, vocal and physical skills as appropriate ◆ reflect throughout the rehearsal process

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none">◆ the performance requirements of the work◆ effective communication of their character or role◆ performance requirements for the target audience or client group	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none">◆ effectively participate and perform the work◆ communicate with their target audience or client group in performance◆ sustain a character or role throughout, where appropriate

Meta-skills

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

Self-management

This meta-skill includes:

- ◆ focusing:
 - remaining focused throughout ideation, rehearsals and performances
- ◆ integrity:
 - being a reliable member of a cohort
 - respecting others
 - punctuality and attendance
- ◆ adapting:
 - working with others as part of a group
 - developing ideas in unfamiliar performance territories
 - considering context and setting in decision making
- ◆ initiative:
 - creating and developing ideas

Social intelligence

This meta-skill includes:

- ◆ communicating:
 - presenting research
 - offering ideas as part of a group
 - devising, rehearsing and performing
- ◆ feeling:
 - empathy with, and respect for, fellow group members
 - demonstrating inclusivity in practice in rehearsal and with performers, an audience and any external collaborators
- ◆ collaborating:
 - working in a team
 - offering ideas as a group
 - being part of a cast

Innovation

This meta-skill includes:

- ◆ curiosity:
 - learning about applied practices
 - finding examples of performances and practices
- ◆ creativity:
 - being artistic in researching, selecting material, rehearsing, and developing performance
- ◆ sense-making:
 - researching companies and practitioners and using these to support original ideas

Delivery of unit

This is an optional unit in the HN Acting and Performance.

You can integrate and cross-assess the unit with the devised project in 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 applied theatre and community drama (outcome 1)

You should encourage learners to research a wide range of applied practices and companies, with particular focus on their geographical area and national projects/companies.

Applied practices refers to the use of theatre practices with participants who are non-professional. Areas may include, but are not limited to:

- ◆ youth arts
- ◆ community outreach projects
- ◆ criminal justice
- ◆ health and wellbeing
- ◆ schools tours
- ◆ forum theatre companies
- ◆ diversity awareness charities

Learners may explore companies and projects such as:

- ◆ Youth Theatre Arts Scotland (YTAS)
- ◆ Creative Scotland
- ◆ National Theatre of Scotland (NTS)
- ◆ Ignite
- ◆ Wonderfools
- ◆ Cardboard Citizens
- ◆ Glass Performance
- ◆ theatre venue education departments (Dundee Rep, Citizens Theatre, Horsecross Arts Lyceum Theatre)
- ◆ Active Enquiry
- ◆ Stand Easy Productions

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Learners should access a wide range of projects operating on different scales and with different focuses. In their presentations, they should reference different practices, such as:

- ◆ storytelling
- ◆ performance
- ◆ interactive work
- ◆ film and radio projects
- ◆ multi-media projects

Learners reflect on their own experience of applied theatre and socially-engaged projects and discuss their understanding of this work. You should encourage learners to discuss their ideas for the applied project in the context of what they have learned from their research.

Select appropriate source material for an applied theatre project (outcome 2) and create and rehearse an applied theatre project (outcome 3)

Outcomes 2 and 3 allow learners to develop their understanding of creating or selecting material appropriate to the context. This may include workshops or classes on specific practices, such as forum theatre, verbatim, and theatre of the oppressed, depending on the work being created or the performance. Learners should demonstrate a sustained engagement with the subject matter and the demands of the performance in rehearsals.

Participate in and/or perform in an applied theatre project (outcome 4)

Outcome 4 is the performance of the applied theatre project. You should document the performance for evidence, as appropriate. The documentation is determined by the performance piece.

Learners must display professional attitudes and good conduct during contact with any external partners or organisations.

If centres have learners who wish to undertake this unit individually, you can deliver it through a placement opportunity in which they can complete all outcomes.

Approaches to assessment

You should use your professional judgement when observing learners in class, rehearsals, presentations and performances, to ensure all knowledge and skills are evidenced and are consistent with the SCQF level of the unit.

You assess outcome 1 through learners' presentations. The presentations can take the form of PowerPoints, short films, podcasts, video essays or any other appropriate means.

You assess outcomes 2 and 3 by observing learners on an on-going basis as they develop and rehearse their applied theatre project.

You assess outcome 4 through learners' performances of an applied theatre project.

You can record your assessment of the outcomes using assessors' checklists.

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

Applied Theatre Skills (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 increases your knowledge of community theatre and theatre in non-theatrical settings. You explore the process and performance of an applied piece of theatre made for a specific context. You have the opportunity to research, develop and perform a new piece of work.

We recommend the unit if you have an interest in developing your knowledge and skills in applied practices 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 applied practices and companies that use applied methodologies. You use the information you gather to support you in creating a new piece of work.

You deliver a presentation on your research into applied theatre and your ideas for an applied theatre project.

You develop your skills in performing in rehearsals for the presentation of a piece, as you creatively engage with an applied theatre project

Throughout the unit, you reflect on your progress and the development of the applied theatre project.

You deliver or perform the applied theatre project.

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

On completing the unit, you 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.