

Next Generation Higher National Unit Specification

Production Skills for the Performer (SCQF level 7)

Unit code: J87T 47
SCQF level: 7 (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 outcomes

Learners who complete this unit can:

- 1 research:
 - stage types
 - duties of key technical personnel
 - pre- to post-production protocols
- 2 research the work of a theatre production practitioner
- 3 apply technical skills

Evidence requirements

Learners must provide the following evidence:

Outcome 1

Learners research different stage types and the roles of key technical personnel involved in the production process. They must:

- ◆ identify different types of staging
- ◆ analyse the benefits and challenges of different types of staging
- ◆ identify key technical theatre personnel
- ◆ describe the roles and responsibilities of production personnel throughout the production process

Learners may choose to evidence their knowledge in a presentation lasting no more than 10 minutes, or in a portfolio.

Outcome 2

Learners conduct research on a practitioner in the field and compile their findings in a portfolio. They can select from various key personnel, such as set designers, lighting designers, sound designers, and costume designers. They must:

- ◆ include their practitioner's background and training
- ◆ provide examples of their practitioner's work, referencing at least one production in detail, with visual or audio evidence and project descriptions

Learners can choose to evidence their knowledge in a presentation lasting no more than 10 minutes, or in a portfolio.

Learners can provide evidence for outcomes 1 and 2 in one portfolio or presentation.

Outcome 3

Learners practically apply production skills in one of the following roles:

Lighting

In relation to a given play or production, learners understand the mood, themes, and emotions of a play in order to design a lighting scheme. They must:

- ◆ be able to recognise different lighting lanterns and fixtures
- ◆ understand various lighting effects
- ◆ plan lighting effects for a production
- ◆ produce lighting cue sheets for a production
- ◆ operate a lighting desk for a production

Sound

Learners set up and operate sound equipment, manage sound cues during a performance, and troubleshoot any technical issues that may arise. They must:

- ◆ identify sound equipment for theatre
- ◆ source appropriate music, sound effects, or spoken lines
- ◆ produce sound cue sheets for a small-scale production
- ◆ adjust levels and effects, according to the script
- ◆ use cueing software for programming
- ◆ operate sound for a small-scale production

Set design

Learners create coherent design concepts in relation to requirements for a production. They must:

- ◆ discuss their choices with you, explaining their design choice inspiration, and how it enhances the overall production, demonstrating a thorough understanding and interpretation of the production in terms of the:
 - setting
 - period
 - plot
 - themes and issues
 - mood and atmosphere
 - relevant environmental aspects

- ◆ create a scale model set for a specified performance space, with appropriate reference to textual clues, demonstrating a strong visual impact accuracy that takes into account practical considerations of the performance space for which it is designed, for example:
 - sightlines
 - entrances or exits
 - use of materials
 - scene changes
 - weight and/or height restrictions
 - moving parts of set
 - technical requirements
 - viability of set
 - space for actors and action

Costume

Learners design costume concepts, and source, make, or adapt costumes for a production. Costumes should be coherent in terms of the:

- ◆ setting
- ◆ period
- ◆ plot
- ◆ themes and issues
- ◆ mood and atmosphere
- ◆ relevant environmental aspects

Learners must:

- ◆ create a mood board, that is reflective of the period chosen, with fabric swatches, sketches and images, to showcase their creative vision for a chosen production
- ◆ demonstrate their understanding of measurements for the cast of a small-scale production, and document and marry measurements with costume choice
- ◆ source costumes and make any adaptations required to fit actors
- ◆ store and maintain costumes for a production

Props

Learners plan prop concepts for a production that are coherent in terms of the:

- ◆ setting
- ◆ period
- ◆ plot
- ◆ themes and issues
- ◆ mood and atmosphere
- ◆ relevant environmental aspects

They must:

- ◆ present a mood board or visual reference to show the style and authenticity of the props they have chosen
- ◆ create a detailed prop list with descriptions, references, and where to source each item
- ◆ create an inventory list, categorising props by scene, actor, or specific use
- ◆ document and label props for storage and tracking throughout rehearsals
- ◆ oversee props for a production

Deputy stage manager

Learners must:

- ◆ produce a prompt book to include detailed notes on:
 - blocking
 - cues
 - entrance and exits
 - technical cues
 - props
 - any other important information related to the production
- ◆ produce a cast list with contact details and a list of rehearsals and production meetings
- ◆ cue a production

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 roles of theatre production personnel ◆ the production process for a range of technical roles ◆ types of staging, including: <ul style="list-style-type: none"> — proscenium — thrust — end-on — in the round — promenade — traverse 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ provide an accurate description of the responsibilities of key production roles, including pre- and post-production duties ◆ identify the different stage types and analyse the benefits and challenges of each one
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the work of a named technical theatre practitioner, selected from: <ul style="list-style-type: none"> — set designer — lighting designer — costume designer — sound designer 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ identify their selected practitioner ◆ gather reliable sources to create a portfolio of evidence ◆ provide examples of the work of their selected practitioner ◆ state the influences of their selected practitioner
<p>Outcome 3 Selected from one of the following, learners should understand:</p> <ul style="list-style-type: none"> ◆ lighting: <ul style="list-style-type: none"> — lighting design — different types of lanterns and lighting fixtures — lighting effects — safety protocols 	<p>Outcome 3 Selected from one of the following, learners can:</p> <ul style="list-style-type: none"> ◆ set up lighting: <ul style="list-style-type: none"> — create a lighting design appropriate to the mood, themes and emotions of the play — produce a lighting cue sheet for a production — programme and operate a lighting desk for a production

Knowledge	Skills
<p>Outcome 3 (continued)</p> <ul style="list-style-type: none"> ◆ sound: <ul style="list-style-type: none"> — equipment — cues — levels — effects — operating sound and lighting ◆ set design: <ul style="list-style-type: none"> — taking a project from initial thoughts, research and designs, to a final design concept — responding to the text — creative and effective design concepts in relation to the needs of the drama and actors ◆ costume: <ul style="list-style-type: none"> — researching a production and the social and historical influences for costume — collaborating with the director and the designer ◆ props: <ul style="list-style-type: none"> — researching a production and the social and historical influences for props — collaborating with the director and the designer ◆ the role of deputy stage manager: <ul style="list-style-type: none"> — managing cast and crew — managing the rehearsal process — managing the prompt book — communicating with the director, stage manager, cast and crew 	<p>Outcome 3 (continued)</p> <ul style="list-style-type: none"> ◆ set up and operate sound equipment: <ul style="list-style-type: none"> — create a sound design or soundscape appropriate to the mood, themes and emotions of the play — source music, sound effects and/or spoken lines — apply levels and effects in accordance with the demands of the script — produce a sound cue sheet for a production — programme and operate cueing software ◆ create coherent set design concepts: <ul style="list-style-type: none"> — produce working and final designs and ground plans for the specified performance space, including elevations, with reference to textual clues — create a scale model ◆ costume: <ul style="list-style-type: none"> — create costume designs and/or charts, drawings and sketches — measure actors — source and adapt costumes for a production — carry out pre-show checks — assist with costume changes during a performance — store and maintain costumes for a production

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 during the delivery and implementation of a technical theatre role
- ◆ integrity:
 - being a reliable member of the team
- ◆ adapting:
 - being responsive to the demands of a production and a role
- ◆ initiative:
 - creating, planning and developing ideas for a technical theatre role

Social intelligence

This meta-skill includes:

- ◆ communicating:
 - through planning, developing and delivering a technical theatre skill
- ◆ feeling:
 - empathy with fellow technicians and cast members
- ◆ collaborating:
 - working with others, including the director, other members of the technical theatre team, and the cast

Innovation

This meta-skill includes:

- ◆ curiosity:
 - learning about theatre spaces and technical theatre roles
- ◆ creativity:
 - in planning, developing and delivering technical theatre skills
- ◆ sense-making:
 - researching
 - developing technical theatre skills in relation to a play or production
- ◆ critical thinking:
 - reviewing and reflecting on delivery of a technical theatre role

Literacies

This unit provides opportunities to develop the following literacies.

Communication

Learners develop communication skills by working with others and collaborating with a director, other members of a technical team, and cast members.

Digital

Learners develop digital skills and computer literacy by researching and preparing a portfolio of work, communicating with others in their technical role, and working with equipment such as lighting desks, Q-lab and other theatre technology.

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May 2024

Delivery of unit

This is an optional unit in HN Acting and Performance.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

You should deliver outcomes 1 and 2 at the start of the unit, to provide learners with knowledge and understanding of a range of theatre production roles and stage types, and how they demand specific applications of production skills. Outcome 3 is a practical outcome, in which learners apply their knowledge and skills in a specific technical theatre role.

Outcomes 1 and 2

You should cover various types of stage and the roles and responsibilities of a range of technical theatre personnel. Types of stage should include proscenium, thrust, in the round, promenade and traverse. Learners should discuss the benefits and challenges of each type of stage. They should learn about key technical theatre personnel and their roles and responsibilities in a production, including pre- and post-production protocols. Learners select one technical theatre practitioner and research their work and influences. By exploring the work of their selected practitioner (such as a designer, lighting designer, or sound designer) they understand how their production skills can enhance and contribute to the overall production. Learners evidence their knowledge and skills in a portfolio of work or presentation, which provides:

- ◆ research notes
- ◆ descriptions
- ◆ understandings and details of technical theatre roles
- ◆ examples of a practitioner's work and their influences

The portfolio or presentation may include photographs, videos, or project descriptions.

Outcome 3

Each learner selects a technical theatre role and applies their knowledge and skills by taking on that role for a play or production.

The source material should be robust and detailed enough to allow learners to evidence their knowledge and skills in their selected role.

Approaches to assessment

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

You assess outcomes 1 and 2 through learners' portfolios, in which they evidence their knowledge and skills with descriptions, details of technical theatre roles, types of stage, and research on a selected technical theatre professional.

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If learners choose to present their findings in an oral presentation, you assess the presentation.

You assess outcome 3 by observing learners on an on-going basis, as they carry out their technical theatre roles.

You can record your assessment of the outcomes using an assessor's checklist.

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

Production Skills for the Performer (SCQF level 7)

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 covers the production skills involved in a range of technical theatre roles.

We recommend the unit if you have an interest in developing technical theatre skills, if you wish to pursue a career in performing arts, and if you have completed Acting and Performance (SCQF level 6); Acting and Theatre Performance (SCQF level 6); Higher Drama; or Advanced Higher Drama.

You learn about various types of stage and the roles and responsibilities of a range of technical theatre personnel. You then select one practitioner from technical theatre and research their work. You produce a portfolio of work that provides:

- ◆ research notes
- ◆ descriptions
- ◆ understandings and details of technical theatre roles
- ◆ examples of a practitioner's work and their influences

You select a technical theatre role and carry out that role for a production.

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

On completion of the unit, you may wish to progress to further studies and/or 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.