

## Programme Design Template CDA4 Module specification



University of the  
West of England

### CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Staff-Led Performance				
Module Code	UARPTH-30-3	Level	3	Version	4
Owning Faculty	ACE	Field	Drama		
Contributes towards	Awards up to BA (Hons)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	UPGPDB-30-1 - Introduction to Theatre Studies or UPGPDE-30-1 – Theatre Practice	Co- requisites			
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2012	Valid to	September 2018		

<b>CAP Approval Date</b>	23 November 2011 (CAC)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>Practical skills in learning and applying physical and vocal performance techniques, improvisational and/or devising techniques into performance. (Component A)</li> <li>Analytical skills relevant to the interrogation of different performance methods, which can be expressed both in practical and written forms. (Component A)</li> <li>Critical skills in reading and analysing both the traditional play text and/or in creating the devised piece specifically for the conditions of performance. (Component A)</li> <li>Creative ability to work both individually and in groups on relevant methodologies, improvisations or texts. (Component A)</li> <li>Imaginative response to the performance challenges of different styles/genres under facilitation of the tutor. (Component A)</li> </ul>

	<ul style="list-style-type: none"> <li>Practical knowledge of the ideas and techniques of key twentieth/twenty-first century performance practitioners/theoreticians relevant to the area of tutor-led investigation. (Component A)</li> </ul>
Syllabus Outline	<p>The module will explore some of the working methodologies and key developments in acting/voice/movement and text based/devised/applied theatre, and will incorporate detailed individual and ensemble practical work in realising a text based/devised piece into performance. Obviously, this will depend on the research interests/practical background of the tutor, but can be adapted to a number of teaching/research strengths. The assessed performances would run during Semester Two (from Wednesday to Saturday) either within one of our own studios, an off-site theatre or site-specific venue, with two performances being attended/assessed to reflect the development and growth that occurs during a (short) run.</p>
Contact Hours/Scheduled Hours	<p>The module will be delivered through three contact hours per week. The module will operate through workshop/practical exercises and self-directed independent study/research according to the nature of the material being explored.</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b></p> <p>Weekly workshop learning will take the form of individual and group acting exercises, individual research presentations engaged with a deep understanding of practitioner methods, and rehearsal exercise. Learning methods and outcomes are tutor facilitated and include tutor and peer feedback within a supportive environment. Key texts, chosen by each tutor, will be the basis of each semester's practical work. The tutor's specialism will inform the teaching, and ultimately the direction of the performance. The workshops will incorporate detailed practical work and problem-solving exercises on realising texts into performance.</p> <p><b>Independent learning</b></p> <p>Students will be expected to keep detailed notes concerning exercises undertaken and research encountered. These notes will inform the portfolio submission which is a response to performance. It is expected that text analysis and contextual research will also form part of their independent learning.</p>
Reading Strategy*	<p><b>Essential reading</b> A printed study pack will be available at the beginning of Semester One that will inform and encourage further research, study and practical exploration. Students are expected to identify all other specialised reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. It will be expected that assignment bibliographies and reference lists will reflect the range of reading carried out. Additional support is available through UWEonline. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p> <p><b>Further reading</b> Further reading will be informed by the tutor's specialism and the nature of the performance project.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Adler, S. <i>The Art of Acting</i>, Applause, 2000  Auslander, P. <i>From Acting to Performance</i>, (London &amp; New York: Routledge, 1997)  Clurman, H. <i>The Fervent Years: The Group Theatre and the Thirties</i>, DaCapo Press, 1988</p>

	<p>Frome, S. <i>The Actors Studio: A History</i>, House of Collectables, 1985</p> <p>Garner Jr, S. <i>Bodied Spaces: Phenomenology and Performance in Contemporary Drama</i>, Cornell University Press, 1994</p> <p>Hethmon, R, (ed). <i>Strasberg at the Actors Studio</i>, Theatre Group 1991</p> <p>Hirsch, F. <i>A Method to their Madness</i>, DaCapo Press, 1994</p> <p>Hodge, A. <i>Twentieth Century Actor Training</i>, (London &amp; New York: Routledge, 2000)</p> <p>Krasner, D. <i>Method Acting Reconsidered: Theory, Practice, Future</i>, St. Martin's Press, 2000</p> <p>Mamet, D. <i>True and False: Heresy and Common Sense for the Actor</i> (London &amp; New York: Faber 1997)</p> <p>Meisner, S. <i>Sanford Meisner on Acting</i>, Vintage, 1987</p> <p>Raynor, A. <i>To Act, To Do, To Perform: Drama and the Phenomenology of Action</i>, University of Michigan Press, 1994</p> <p>Rodenburg, P. <i>The Actor Speaks: Voice and the Performer</i>, Methuen Publishing, 1998</p> <p>Sonenburg, J. <i>Dreamwork for Actors</i> (London: Routledge 2003)</p> <p>Strasberg, L. <i>A Dream of Passion</i>, Routledge, 1987</p>

*\*Please note that this is currently under review and new guidance may be issued in 2012*

Part 3: Assessment		
Assessment Strategy	<p><b>This is a project Module and therefore has only one component of assessment.</b></p> <p><b>It is made up of three assessed elements: participation in classes, a staff-led performance and a 4000 word portfolio that critically details the process of rehearsal into performance.</b></p> <p><b>All assessments are given individual marks.</b></p> <p><b>The assessment criteria for each element is available to students in electronic handbooks and via Blackboard at the beginning of the academic year. The criteria are module specific and aligned with the learning outcomes for the module.</b></p>	
Identify final assessment component and element	<b>Portfolio</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>100</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Participation	10	
2. Performance	50	
3. Portfolio	40	
<b>Component B</b>	<b>Element weighting</b>	

Description of each element	(as % of component)
1.	
2.(etc)	

**Resit (further attendance at taught classes is not required)**

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Performance	60
2. Portfolio	40

Component B Description of each element	Element weighting (as % of component)
1.	
2.(etc)	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.