



## MODULE SPECIFICATION

| Part 1: Information       |   |                    |                             |
|---------------------------|---|--------------------|-----------------------------|
| Module Title              | Theatre in Education                            |                    |                             |
| Module Code               | UATB3A-20-2                                     | Level              | Level 5                     |
| For implementation from   | 2019-20   |                    |                             |
| UWE Credit Rating         | 20  | ECTS Credit Rating | 10                          |
| Faculty                   | Faculty of Arts Creative Industries & Education | Field              | Professional Acting (BOVTS) |
| Department                | ACE Dept of Film & Journalism                   |                    |                             |
| Module Type:              | Professional Practice                           |                    |                             |
| Pre-requisites            | None  |                    |                             |
| Excluded Combinations     | None  |                    |                             |
| Co-requisites             | None  |                    |                             |
| Module Entry Requirements | None  |                    |                             |
| PSRB Requirements         | None  |                    |                             |

## STUDENT AND ACADEMIC SERVICES

### Part 2: Description

**Educational Aims:** This module will build on the skills acquired in the Children's Theatre Touring module and will include acting, singing, movement, combat and text study. These skills will be demonstrated in a Theatre in Education (TIE) production to predominantly Key Stage 2 pupils. You will be introduced to the practice of Theatre in Education production and the requisite skills, procedures and disciplines of such work.

**Outline Syllabus:** You will work with an internal director or external theatre practitioner over a period of usually three weeks in order to create, polish and devise an effective piece of informative, entertaining and educational drama. You will be expected to draw on your experience as an ensemble player in order to realise the piece and investigate further elements of the actor audience relationship.

**Teaching and Learning Methods:** Students will have the opportunity to learn through feedback from a director and tutors in rehearsals, workshops and group classes.

Scheduled learning includes rehearsals and workshops, supervised time in the studio and work with specialist teachers in voice, movement and singing.

Independent learning includes engagement with essential reading, research preparation and presentation.

### Part 3: Assessment

This is a Professional Practice module with only one component of assessment. This component has a number of elements of assessment and which overall are Pass/Fail.

To pass this module you must successfully pass each of the elements listed below.

You will be assessed on your understanding of and ability to apply and develop a more advanced acting technique and performance skills in a theatre-in-education production. This will include assessment of your contribution to a theatre-in-education production and your competency in more advanced stage management skills. Formative feedback will be provided throughout the duration of the project by the director together with feedback on the summative assessment covering process and performance at the conclusion of the work. The examination of the differing levels of engagement for a Key Stage 2 audience allows the student to build on previous experience of the Children's Theatre module and to further enhance the relationship between fellow performers on stage and the audience.

| First Sit Components      | Final Assessment | Element weighting | Description  |
|---------------------------|------------------|-------------------|--|
| Performance - Component A |                  |                   | Element 1: Proficient and productive engagement in rehearsal process |
| Performance - Component A | ✓                |                   | Element 2: Proficient performance in production                      |
| Resit Components          | Final Assessment | Element weighting | Description  |
| Performance - Component A |                  |                   | Element 1: Proficient and productive engagement in rehearsal process |
| Performance - Component A | ✓                |                   | Element 2: Proficient performance in production                      |

## STUDENT AND ACADEMIC SERVICES

| <b>Part 4: Teaching and Learning Methods</b>  |   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
|---|---|---------------------------------|------------------|---|-----|--|-----|---|-----|--|-----|---|-----|------------------------------|-----|------------------------|-----|
| Learning Outcomes   | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Understand the application of performance techniques as educative tools</td> <td>MO1</td> </tr> <tr> <td>Communicate, discuss and engage creatively with the artistic requirements and interpretation of the production made explicit by the director and the demands of the text</td> <td>MO2</td> </tr> <tr> <td>Explore a range of possibilities in communicating a given role to KS2 school students in order to further develop an ability to interact with an audience, identifying a suitable level of performance for this medium.</td> <td>MO3</td> </tr> <tr> <td>Work effectively as a member of a typical Theatre in Education Touring Company</td> <td>MO4</td> </tr> </tbody> </table>                     | <b>Module Learning Outcomes</b> | <b>Reference</b> | Understand the application of performance techniques as educative tools | MO1 | Communicate, discuss and engage creatively with the artistic requirements and interpretation of the production made explicit by the director and the demands of the text | MO2 | Explore a range of possibilities in communicating a given role to KS2 school students in order to further develop an ability to interact with an audience, identifying a suitable level of performance for this medium. | MO3 | Work effectively as a member of a typical Theatre in Education Touring Company | MO4 |   |     |                              |     |                        |     |
| <b>Module Learning Outcomes</b>   | <b>Reference</b>  |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Understand the application of performance techniques as educative tools   | MO1   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Communicate, discuss and engage creatively with the artistic requirements and interpretation of the production made explicit by the director and the demands of the text  | MO2   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Explore a range of possibilities in communicating a given role to KS2 school students in order to further develop an ability to interact with an audience, identifying a suitable level of performance for this medium. | MO3   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Work effectively as a member of a typical Theatre in Education Touring Company  | MO4   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Contact Hours   | <table border="1"> <thead> <tr> <th colspan="2" style="text-align: left;"><b>Independent Study Hours:</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: right;"><b>Total Independent Study Hours:</b></td> <td style="text-align: center;">50</td> </tr> <tr> <th colspan="2" style="text-align: left;"><b>Scheduled Learning and Teaching Hours:</b></th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">150</td> </tr> <tr> <td style="text-align: right;"><b>Total Scheduled Learning and Teaching Hours:</b></td> <td style="text-align: center;">150</td> </tr> <tr> <td style="text-align: left;"><b>Hours to be allocated</b></td> <td style="text-align: center;">200</td> </tr> <tr> <td style="text-align: left;"><b>Allocated Hours</b></td> <td style="text-align: center;">200</td> </tr> </tbody> </table> | <b>Independent Study Hours:</b> |                  | Independent study/self-guided study                                     | 50  | <b>Total Independent Study Hours:</b>  | 50  | <b>Scheduled Learning and Teaching Hours:</b>   |     | Face-to-face learning  | 150 | <b>Total Scheduled Learning and Teaching Hours:</b> | 150 | <b>Hours to be allocated</b> | 200 | <b>Allocated Hours</b> | 200 |
| <b>Independent Study Hours:</b>   |   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Independent study/self-guided study   | 50  |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| <b>Total Independent Study Hours:</b>   | 50  |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| <b>Scheduled Learning and Teaching Hours:</b>   |   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Face-to-face learning   | 150   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| <b>Total Scheduled Learning and Teaching Hours:</b>   | 150   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| <b>Hours to be allocated</b>  | 200   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| <b>Allocated Hours</b>  | 200   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |
| Reading List  | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com">https://uwe.rl.talis.com</a></p>   |                                 |                  |   |     |  |     |   |     |  |     |   |     |                              |     |                        |     |

| <b>Part 5: Contributes Towards</b>  |
|---|
| <p>This module contributes towards the following programmes of study:</p> <p>Professional Acting [Sep][FT][BOVTS][3yrs] BA (Hons) 2018-19</p> |