

BA (Hons) Community Drama

Module Information

Year 1 - Programme Credit Structure

- Theatre Origins: Ritual, Myth and Mask – 12 credits
- Theatre for Social and Political Purpose – 12 credits
- The Theatre Practitioner: Core Competencies 1 – 18 credits
- Movement – 12 credits
- Voice and Speech for Facilitators and Directors – 12 credits
- Theatre Games & Facilitation 1 – 12 credits
- Professional Development 1 – 12 credits
- The Context 1 – 12 credits
- Theatre for Young People Performance Project – 18 credits

Theatre Origins: Ritual, Myth and Mask

This module investigates the origins of European theatre in ancient ritual and charts its development through Antiquity and the Middle Ages to the birth of the modern stage in the Renaissance. Particular attention will be given to the historical role of popular theatre in community celebration and carnival. In addition, you will explore the practical use of mask in the creation of performance.

After completing the module, you should be able to: articulate a broad understanding of the timeline of European theatre history from Antiquity to the Renaissance; demonstrate an ability to analyse and critically assess the impact of past traditions on present practices; develop dramatic material using a variety of mask styles and devise and deliver a seasonal celebratory theatre event.

Theatre for Social and Political Purpose

This module provides the opportunity for you to explore the origins of Community Drama within key theatre movements of the 20th Century and then use this as the basis to explore your own facilitation practice.

After completing the module you should be able to: engage creatively and critically with a range of critical and theoretical perspectives; demonstrate the ability to contextualise a specific theatre practice within the design of a workshop seminar and analyses the political, economic and social frameworks that surround theatre/drama practices and on which these practices impinge.

Core Competencies 1: The Theatre Practitioner

This module aims to develop foundation skills and knowledge to support your development as a theatre practitioner within the broad spectrum of community drama.

After completing the module you should be able to: utilise a range of improvisation strategies to explore character and create performance; identify key technical and architectural features of performance spaces and demonstrate an understanding of basic stagecraft; demonstrate acting skills appropriate to performance in the Epic Realist style; engage in a group process to create performance; demonstrate an ability to adapt an extant text using Epic Theatre strategies including Gestus, V Effect and resistance to inevitability; demonstrate a critical appreciation of theatre working practices and creative processes.

Movement

This module aims to give you a range of movement skills to enhance your physical competence and expression in an environment that encourages safe practice to the highest level of physical fitness and dexterity. This will involve studying a range of movement styles that are relevant across a number of performance contexts whilst also assimilating movement methodologies that will work effectively with and compliment your development as facilitators and directors.

After completing this module you should be able to: apply safe practice in the context of a wide range of warm up skills with increased body management awareness and level of fitness and subsequently show evidence of the development of your own regime that they are able to use increasingly independently, both during class time and in other appropriate contexts; participate in the context of a movement class with clarity and an increased understanding of class etiquette and structure; show evidence of the development of your movement memory, which should be increasingly strategic and effective; apply a process of ideo-kinesis in order to work effectively with the link between the use of the imagination and the body; improvise, compose and perform/present effectively within the parameters of given tasks/structures and demonstrate a sophisticated and effective use of the body, space, action and dynamic content, including tempo/rhythm in order to be expressive through the medium of movement.

Voice and Speech for Facilitators and Directors

The foundation for strong vocal/physical skills, this module is designed to release and expand the vocal instrument and to connect the inner world of your imagination with external expression. You will learn about both the science of the vocal instrument and creative application of healthy voice use. The physical connection between body, breath, voice and speech will be emphasised, as well as the development of a vocal process that will lead to effective and safe communication in workshop and performance. You will also develop skills to assist in identifying the vocal needs of a specific participant group with a view leading appropriate warm up exercises.

After completing the module you should be able to: display a knowledge of the anatomical and physiological workings of the voice; demonstrate practical understanding of vocal skills; display a knowledge of the maintenance of healthy vocal use; demonstrate a wide knowledge of warm-up techniques, demonstrate an ability to present complex text effectively; demonstrate the ability to identify the vocal needs of a specific participant group and demonstrate the ability to accomplish both group choral and solo spoken work for an audience.

Theatre Games & Facilitation 1

This module aims to provide you with a practical and theoretical grounding in the key facilitation skills required to work within the broad spectrum of Community Drama. At this level, the focus will be given to the anatomy of the drama workshop, the function of games and exercises, and the development of a personal facilitation style.

After completing the module, you should be able to: demonstrate a critical awareness of the role of 'games' and 'playing' in different social contexts and how this links to drama practice; demonstrate awareness of a range of external and internal factors that can affect the progress of a drama workshop; utilise appropriate strategies to devise and deliver a short seminar; demonstrate an ability to analyse a specific community context and formulate facilitation strategies appropriate for implementation within this context; demonstrate a critical awareness of facilitation styles and an ability to adapt to prevailing circumstance and utilise a process of structured reflection to analyse and improve facilitation practice.

Professional Development 1 (Shared Module)

This module provides the foundation for your journey towards sustained employment. Essential skills include an informed understanding of the event process, collaborative working and the realities of work in the performing arts. Underpinning these skills is a fundamental essential: being a learner.

After completing the module you should be able to: apply reflective evaluation tools in learning and personal planning processes; display an awareness of career development options within an individual performing arts discipline; demonstrate an ability to engage in effective team working processes; present evidence of a basic understanding of essential enterprise skills and propose a personal strategy for the use of web, social networking and other relevant technologies as a component of the career development process.

The Context 1 (Shared Module)

The Context 1 aims to provide a shared understanding of the broad, current, performing arts landscape and the disciplines that constitute it, as well as an understanding of the Political, Economic, Socio-Cultural, Technological and other forces that shape the evolution of and employment in performing arts disciplines. It also intends to provide you an understanding of essential research and writing skills.

After completing this module, you should be able to: demonstrate an understanding of the key external contextual forces and how they shape the practice and evolution of specific sectors within individual performing arts disciplines and apply research, writing skills and appropriate academic conventions in communicating research outcomes.

Theatre for Young People Performance Project

The module is designed to provide you with the opportunity to bring all the elements of your first year studies together in a Theatre for Young People performance project.

After completing the module you should be able to: synthesise a range of techniques in preparing for performance; demonstrate acting skills appropriate to a specific target audience; demonstrate an understanding of the creative/rehearsal process used for the development of performance; demonstrate the ability to work creatively and efficiently as part of a production team and demonstrate the ability to critically reflect on your work and the work of others.

Year 2 - Programme Credit Structure

- Core Competencies (Acting/Singing/Movement) – 12 credits
- Drama and Theatre in Education – 18 credits
- Community Performance as Counter-Narrative – 18 credits
- Creating Devised Theatre – 12 credits
- Facilitation 2 – 12 credits
- Directing – 12 credits
- Second Skill Option – 12 credits
- The Context 2: Intersecting Worlds – 12 credits
- Professional Development 2

Core Skills (Acting/Singing/Movement)

This module aims to maintain and develop your core skills in acting, movement and singing to support both your own work as a performer and your development as a facilitator and director. It builds on skills developed at Level 1 but requires a greater degree of self-analysis and criticality as you learn to evaluate the appropriateness of different approaches to solving problems in your own and other's performance work.

After completing the module you should be able to: synthesise both the practice and underlying concepts/ principles of each competency in a personal action plan; identify and analyse strengths and weaknesses in your own and others performance work and apply appropriate strategies in a real time context; employ an action-based technique to portray psychologically realistic characters in the performance of a scene; employ an understanding of, and advanced skills in, the performance of text and songs drawn from oral traditions; create movement work from a variety of stimuli which demonstrates a critical awareness of the needs of both performer and audience and analyse your own contribution to the group dynamic in class based skills work and adopt relevant strategies to maximise positive outcomes.

Drama and Theatre in Education

This module aims to provide a solid theoretical and practical foundation in the use of theatre and drama within the UK statutory education sector. The major focus will be on the practice of Theatre in Education (TIE) at KS3/4 combined with a minor study in a selection of Drama in Education (DIE) techniques most useful to a freelance facilitators and directors.

After completing the module you should be able to: develop performance and participatory activities targeted at a specific age range which take into account the National Curriculum and other relevant requirements; devise and implement a performance based participation plan utilising appropriate strategies; utilise acting skills appropriate to the performance of Theatre in Education; work collaboratively as part of a team to create a short Theatre in Education programme; demonstrate competent facilitation skills in the delivery of a Drama in Education workshop; create an educational resource pack to support the delivery of set text theatre and analyse /critique Theatre in Education practice in relationship to contemporary education theory and/or policy.

Community Performance as Counter-Narrative

The module aims to provide an opportunity for you to develop both your facilitation skills and a critical understanding of concepts of space, place and identity through the use of oral testimony and devising techniques to work with participants to create a performance that offers a counter-narrative to mainstream versions of a specific community's history and/or identity.

After completing the module, you should be able to demonstrate: an advanced knowledge and critical awareness of the key concepts such as Counter-Narrative, Oral Testimony and Space, Place and Identity; apply a practical understanding of theory and technique pertinent to the practice of devising a Community Play/Performance; design and implement an appropriate research strategy to support the creation of a performance based on oral testimony utilising interview, workshop and conventional information gathering techniques; utilise appropriate techniques and strategies to improve/develop participant's performance confidence and ability; co-ordinate the development of a short piece of performance within the structure of a wider event and demonstrate an ability to manage yourself, drawing on a conscious use of self in working with others and in leading or participating in teams

Creating Devised Theatre

The module aims to provide a few signposts and directions to some of the many possible journeys of devising theatre. The intention is to investigate some, of the many, specific techniques that can be applied to the devising process, with the emphasis firmly placed upon playfulness, creativity and narrative. You will be provided with basic theory and tools to approach narrative devising in a number of differing contexts/styles.

After completing the module you should be able to: demonstrate a developed understanding of group working and decision making, showing an ability to take responsibility for your own delegated area of work; utilise a critical understanding of storytelling techniques in the analysis, creation and telling of stories; demonstrate an ability to analyse, critique, assess and evaluate work as it progresses; demonstrate high levels of competence in approaches to physical and vocal presentation within a group devised performance context and consciously utilise appropriate devising strategies in the creation of a performance, based on a given stimulus or theme, that takes into account variables including space, location and audience.

Facilitation 2

This module builds on the skills and understanding of facilitation developed at Level 1 with the focus broadening to include both facilitation in a participatory performance context and the development of workshops with community groups over an extended period of time. Work on personal facilitation style continues but with a heightened degree of criticality and analysis with regard to impact on participant groups and the effects of transference and counter-transference.

After completing the module you should be able to: engage in a process of research and analysis in preparation for working with a specific participant group; plan and prepare a series of workshops for a specific participant group; demonstrate an ability to facilitate discussion based activities that promote criticality and analysis; utilise a range of strategies to devise and deliver a workshop that is appropriate to the participant group and meets agreed goals; demonstrate a critical awareness of your facilitation in real time and an ability to adapt to prevailing circumstance and analyse and evaluate your own and other's work as a facilitator in a real world context.

Directing

This module provides an opportunity for you to develop the skills and knowledge applicable to directing and facilitating theatre and drama with a specific emphasis on text based work with youth groups.

After completing the module you should be able to: develop a coherent director's concept and plan for a Youth Theatre production; design and deliver exercises that explore narrative structure and character development appropriate to the participant group; utilise appropriate techniques, exercises and levers to challenge inertia on the rehearsal floor; demonstrate a

critical awareness of key directing terminology and strategies and an ability to utilise these on the rehearsal floor; make analytical choices in facilitation delivery and style appropriate to both the participant group and the text; demonstrate an openness to experiment with a range of directing strategies; create a playful/dynamic rehearsal space that engenders engagement and ownership of material and create comprehensive rehearsal notes detailing key reflections and plans for further work.

Two L5 Second Skill Options will be available in any given year

Percussion Workshop (Second Skill Option)

The module aims to introduce you to an experience of drumming in large ensembles. You will gain knowledge and practical playing experience in three distinct drumming traditions, Brazilian, Cuban and West African. As well as practical music making, you will be encouraged to explore the original context from which these traditions emulated.

After completing the module, you should be able: to play and identify a range of percussion instruments, demonstrate rhythms from Brazil, Cuba and West Africa; demonstrate an understanding of traditional drumming contexts; perform as part of a percussion ensemble and respond sensitively within a music-making ensemble.

Puppetry (Second Skill Option)

The aim of this module is to give a broad and inspiring introduction to the world of puppetry. It will consider various types of puppetry in terms of history, theory, making skills and performance. It will be a very practical module, concentrating on experimentation and collaborative work, utilising design, making and performance skills within the group. It will enable you to develop - through analysis combined with creative work and practical experience - your knowledge, skills and understanding of puppetry work in and for the 21st Century. It will inform you of current debate and discourse on the position and importance of current puppetry practice.

After completing the module you should be able to: demonstrate an understanding of the different types of puppetry through research and practical work; work individually and collaboratively in order to experiment and explore puppetry as a performance medium; develop a range of design and making skills and demonstrate creativity and imagination by devising a short performance utilising and exploiting the possibilities of puppetry.

AV Production (Second Skill Option)

This module will introduce you to the theory and practice of aspects of video production. The course is designed to give an understanding of the processes, equipment and language associated with each stage of production. It will introduce key equipment and working practices and further develop your understanding of existing technologies. The module will ultimately enable you to create a short documentary from conception to end product. This knowledge can then be applied to similar processes they may use in later work on the programme.

After completing the module you should be able to: understand the interdependent nature of different production roles and processes in the context of video production; apply principles of video production related to its major practical elements; demonstrate an understanding of the production process involved and the ability to plan a video production from conception to final product, using the appropriate, professional procedures; communicate successfully with members of a production team and understand inherent terminology and roles within the team; demonstrate operational competence in the use of video equipment to acquire footage, paying due consideration to location, framing, sound and lighting; demonstrate

operational competence using editing software from acquisition to output stages and synthesise a clearly presented piece of completed work in an appropriate format.

The Context 2: Intersecting Worlds

The module centres on a deep exploration of the concept of 'self and other' and its influence on contemporary British society. You will engage with a range of critical perspectives that seek to explain, contest or affect perceptions of 'difference' in a globalised world. You will be encouraged to formulate your own analysis and critical response to a range of stimuli and thereby develop a considered position as a foundation for practical work with 'marginalised' groups.

After completing the module you should be able to: demonstrate a critical understanding of the notion of 'self and other' and associated concepts related to the perception of difference in contemporary society; demonstrate an ability to use social and cultural research to develop an analysis of specific community behaviours and phenomena, lead a short seminar discussion based on a chosen area of research utilising appropriate facilitation strategies to maximise critical engagement; utilise performance techniques to articulate a personal response to social/political concepts and demonstrate a confident ability to develop a written argument based on research and analysis.

Professional Development 2

The Context aims to provide you with additional depth in generic employment and enterprise skills (i.e. employment and business structures and practices, business and event planning, negotiation, self-employment, financial and tax planning, etc.). It also helps you to consolidate generic and the allied discipline-specific skills through focused application in the context of employment, career or enterprise planning.

After completing the module you should be able to: assess the fundamental financial and organisational structures and systems employed in the performing arts economy (both generic and discipline specific); identify potential business and enterprise opportunities within the performing arts economy; apply generic and discipline-specific skills in the development of career or business planning and demonstrate the skills required to construct and manage an enterprise or event.

Year 3 – Programme Credit Structure

- Core Competencies (Acting Workshop/Singing/Speech/Movement) – 12 credits
- Citizen Artist: Theatre for Democracy - 24 credits
- Contemporary Policy and Practice – 12 credits
- Professional Development 3 – 24 credits

Either

- Individual Final Project – 24 credits
- Final Project Document – 24 credits

Or

- Community Drama Dissertation – 48 credits

Core Skills (Acting/Singing/Movement/Stage Craft)

This module aims to maintain and develop your core skills in acting, movement and speech to support both your own work as a performer and your development as a facilitator and director. It builds on skills developed at Level 2 but places greater emphasis on student led work and the ability of the individual to challenge your own and other's assumptions through your work.

After completing the module you should be able to: synthesise both the practice and underlying concepts/ principles of each competency in a personal action plan that could be sustained in a real world context; identify and analyse strengths and weaknesses in your own and others performance work and apply sophisticated strategies in a real time context; employ a critical understanding of, and advanced skills in, persuasive public speaking; demonstrate an advanced ability to plan and deliver a range of skills based workshops; plan and lead creative movement sessions suitable for a range of participant groups and analyse your own and other's contribution to the group dynamic in class based skills work and adopt relevant strategies to maximise positive outcomes.

Citizen Artist: Theatre for Democracy and Advocacy

This module aims to provide a solid theoretical and practical foundation in the use of theatre and drama as a means of advocacy and/or consultation in a local democracy context. Central to the module is the practical application of workshop techniques designed to aid a community group in the identification, reflection and articulation of issues of concern with a view to developing dramatic material and participatory strategies to present these issues to appropriate decision makers.

After completing the module you should be able to: use appropriate research techniques to develop an understanding of the historical, economic and political context of a specific participant group; utilise a range of drama based participatory strategies to enable a group to identify, reflect upon and articulate issues of concern; utilise appropriate techniques and strategies to improve/develop a participant group's confidence and ability to engage in the presentation event as a performer and/or contributor to political discourse; develop a performance which utilises appropriate theatrical and participatory conventions to present a group's views to an audience of decision makers; efficiently co-ordinate all external factors, including invitations, marketing, catering and utilisation of performance space, in order to maximise the efficacy of the event; devise and deliver a formal presentation of the key findings of a project to a panel of decision makers; identify and interpret the theoretical frameworks that surround theatre for democracy in order to interrogate the efficacy of a

specific project and work efficiently and effectively, as a member of a facilitation team with an ability to organise time and negotiate and pursue goals with others.

Professional Development 3

The aims of the Professional Development module are twofold:

1. To develop the learner's knowledge and understanding of key concepts related to the initiation of projects and to develop the learner's ability to apply those concepts to a practical project. Key concepts include:

- Researching a potential project;
- Producing a project initiation document, including aims and objectives; stakeholder assessment and strategy; financial forecasts; and resource and operational plan.

2. To prepare learners for the selective and competitive processes they are likely to encounter within the broad Community Drama field including:

- Job application and interview processes.
- Funding applications.
- Tendering processes.

After completing this module you should be able to undertake activities in order to find and research potential projects, analyse and evaluate the requirements of project stakeholders in order to define suitable project aims and objectives; assess the financial requirements of a particular project, and develop appropriate financial forecasts and plans; critically analyse interview process and technique; confidently articulate yourself as a Community Drama practitioner; demonstrate a comprehensive understanding of current funding and tendering mechanisms and demonstrate an advanced ability to translate practical plans into a variety of formats suitable for tendering and funding applications whilst maintaining the integrity and efficacy of the project.

Individual Final Project (option to be taken jointly with Final project Document)

The module acts as a culmination of your practical studies and aims to provide you with a sustained period of simulated professional practice within a specific Community Drama practice, reflecting your employment/ career aspirations. The module enables you to realise, in full, one project from conception to evaluation. You will work individually on practical projects, which will help plan, execute and evaluate in a professional context. Projects will be approved, subject to resource constraints, timescales and scope of projects being realisable. You are encouraged to engage in projects that challenge or push the parameters of your learning and reflect the highest standards of practice, with an emphasis on efficacy, rather than simply making 'nice plays'.

After completing the module you should be able to: prove capable of taking charge and of adhering to your own agreed working strategies and objectives; demonstrate an advanced ability to design and deliver workshop processes that synthesise both creative and critical approaches in both forging community and addressing a specific issue or concern; demonstrate an advanced ability to utilise your skills as a director to increase the aesthetic impact of a performance/sharing in order to maximise efficacy; demonstrate advanced project management skills utilising a synthesis of analysis and creative thinking, effectively managing time and prioritising workload, identify and critically analyse the social/cultural frameworks which surround a specific Community Drama event and on which this event impinges, and take these into account in creating a performance; manage complex accountabilities, including being able to compromise and negotiate without losing integrity and professional principles and design and implement an evaluation strategy.

Final Project Document (option to be taken jointly with Individual project Document)

This module aims to further develop and consolidate your intellectual achievements, critical and research skills, in the planning and creation of a paper that supports your Individual Final Project by both defining an initial theoretical position and then, using the project as a case study, critiquing the efficacy of your practice in relation to this original position, to enhance your understanding of skills and critical approaches relevant to specific areas of Community Drama Practice, to further identify possible applications of skills and knowledge in relation to potential career opportunities, and to encourage you to take independent responsibility for the research and presentation of an extended essay containing analytical thought and appropriate evidencing through reference to a range of support materials.

After completing this module you should be able to: propose your own programme of research and study within the time and resources available; define and defend a theoretical position in relation to a proposed practical project using sophisticated argument; apply high levels of criticality and analysis to consideration of the efficacy of a practical project; employ an enhanced critical awareness of how to develop written work in conjunction with appropriate career potential; articulate the nature and underlying philosophy of your own individual area of study and/or practice within the broader context of the scope of a major piece of documentation which demonstrates high levels of application, achievement and presentation as well as a developed critical awareness and analyse, synthesise and evaluate information independently, using appropriate evidence and referencing in the construction of a written presentation.

Community Drama Dissertation (cannot be taken with Individual Final Project/Final Project Document)

The aim of researching and writing a Community Drama Dissertation is to accentuate your intellectual achievements, critical and research skills, building on the experience gained from Contextual Studies at Levels One and Two. It also enables you to undertake significant research as part of examining an academic thesis, and helps you to further identify possible applications of skills and knowledge in relation to potential career opportunities: Writing a dissertation also encourages you to take independent responsibility for the research and presentation of an extended essay containing analytical thought and appropriate evidencing through reference to a range of support materials.

After completing the module you should be able to: propose your own programme of research and study within the time and resources available; employ an enhanced critical awareness of how to develop written work in conjunction with appropriate career potential; articulate the nature and underlying philosophy of your own individual area of study and/or practice within the broader context of Community Drama; present a major piece of documentation which demonstrates high levels of application, achievement and presentation as well as a developed critical awareness, analyse, synthesise and evaluate information independently, using appropriate evidence and referencing in the construction of a written argument and an ability to defend your thesis in an oral examination.

Please note: This document is intended to give you a flavour of the course content in your first, second and third year. All of this information can be subject to change as LIPA programmes change to reflect the changing needs of the arts and entertainment industries.