

## Module Specification

**Module Title:** Performance Project 2

<b>Module code:</b>	TBC	<b>NQF level:</b>	Level 5
<b>Credit value:</b>	20 credits	<b>Semester of study:</b>	1 and 2
<b>Module type:</b>	Compulsory	<b>Pre-requisites:</b>	None
<b>Available to:</b>	BA (Hons) Musical Theatre		

### Module overview

Building on the achievements of Level 4, students engage in preparation and rehearsals that will be led by an external director. Students will address aspects of performance technique that will ensure their continuing ability to develop their skills for performance and appropriately discuss ways to present their observations of the process of rehearsal and performance.

### Aims

In this module students prepare, rehearse and present a medium scale in-house performance work that demonstrates performance skills acquired on the programme for an audience that is made up of students from other levels and programmes across the institution. In this context students practice and demonstrate what they have learned through engagement with directors and other contributors. Students integrate their performance and collaborative skills whilst contributing creatively and personally to this artistic performance endeavour.

The module aims are to:

1. Enable students to develop their knowledge and understanding of the role of the performer in the context of an in-house performance.
2. Enable students to further develop their technical command with regard to the range of skills and practices, creativity and performance for Theatre through an in-house performance.
3. Enable students to further develop their criticality and artistic judgement in the creation, rehearsal and performance of a medium scale production.
4. Enable students to engage professionally in cooperative and collaborative practices in the creation, rehearsal and performance of a medium-scale production by taking responsibility for professionalism and the contribution to the processes of production.

### Learning outcomes

On successful completion of this module, students will be able to:

1. Demonstrate significant subject specific knowledge of performance to show clear appreciation and understanding of that knowledge with regard to their work on these events.
2. Demonstrate practical skills in performance acquired in Voice, Acting and Movement/Dance modules in the programmes.
3. Demonstrate the ability to reflect critically upon their own artistic and expressive development in performance with a degree of sophistication and complexity.
4. Demonstrate significant self-reliance and collaboration in their application of their on-going self-discipline and ability to take responsibility as performers in their participation in the ensemble performance and other activities in this module.

### Learning and teaching methods

The module will be delivered through large/medium groups. In working on a production students will have the ability to demonstrate the acquisition of performance skills, as well as develop those skills over longer, broader

stories/narratives. Students will engage in practices that will develop their self-sufficiency as emerging performance artists. Students will discuss the appropriate ways to engage in written discourse concerning their practical work in order to develop this skill.

#### Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	180 hours
Indicative hours of directed study	20 hours
Total hours (100hrs per 10 credits)	200 hours

#### Opportunities for formative feedback

Students will receive on-going formative assessment via performing opportunities that offer possibilities for peer as well as tutor feedback.

Dress rehearsals will offer students the opportunity to experiment and explore their final assessment tasks with supportive feedback concerning technical aspects of the task that is referenced to their competence in the delivery of a performance.

Further to the above there will be opportunities to video sessions to aid peer and formative assessment. Video materials may also be uploaded to the conservatoire's VLE to reinforce the developmental process required for the development of an emerging Theatre practitioner.

#### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Process Assessment	TBC	45%	1, 2, 4
Practical Assessment	TBC	45%	1, 2, 4
Written Assessment	1000 words	10%	3

#### Re-Assessment Method\*

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Process Assessment	TBC	45%	1, 2, 4
Solo Practical Assessment	TBC	45%	1, 2, 4
Written Assessment	1000 words	10%	3

\*It is unlikely that students or the conservatoire will be able to provide equivalent resources for an accurate re-construction of the elements of assessment that were applied in the first instance. Therefore, a negotiated arrangement that addresses the Learning Outcomes for the Process Assessment and the Practical Assessment project in this module will be created to enable students to be reassessed.

#### Indicative Reading List

- Auslander, P. (1997) *From Acting to Performance* London: Taylor & Francis
- Barkworth, Peter (2001) *About Acting* London: Methuen
- Calderone, M & Lloyd-Williams, M (2011) *Actions* London: Nick Hern Books
- Callow, S. (1984) *Being an Actor* London: Methuen
- Deer, J. & Dal Vera, R., 2015. *Acting in Musical Theatre: A Comprehensive Course*. Routledge
- Dixon, Luke (2003) *Play Acting* London: Methuen
- Donnellan, Declan (2002) *The Actor and the Target* London: Nick Hern Books
- Fisher, J., 2018. *This is a Voice: 99 exercises to train, project and harness the power of your voice*. Welcome Collection
- Harrop, J & Epstein, S (2000) *Acting with Style* Pearson Prof. Ed.
- Hester, John Stage (2004) *Acting Techniques* Marlborough: Crowood Press

- Merlin, Bella (2001) *Beyond Stanislavsky* London: Nick Hern Books
- Morrisin, Hugh (2003) *Acting Skills* London: A&C Black
- Moseley, Nick (2005) *Acting & Reacting* London: Nick Hern Books
- Moseley, Nick (2016) *Actioning - and How to Do It* Paperback London; NHB
- Nyman, A. (2012). *Golden Rules of Acting*. London: Nick Hern Books.
- Rutherford, N. (2012). *Musical theatre auditions and casting*. London: Methuen Drama.
- Sondheim, S. and Weidman, J. (1991). *Assassins*. New York: Theatre Communications Group.
- Sondheim, S. and Goldman, J. (n.d.). *Follies*. Nick Hern Books
- Sondheim, S. and Lapine, J. (2012). *Into the woods*. New York: Theatre communications Group.
- Sondheim, S. and Lapine, J. (2010). *Passion*. New York: Theatre Communications Group
- Wheeler, H., Sondheim, S. and Bond, C. (2004). *Sweeney Todd*. London: Nick Hern.