University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Performance Histories			
Code: PERF07003	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Ann-Christine Simke		

Summary of Module
Performance Histories introduces students to a selection of the histories, forms and traditions of Performance. Taking a historical approach, the module facilitates student-led investigation into a broad range of art and performance traditions. Through short interactive lectures, Aula activities and tutorials, students will engage with various art and performance traditions and texts, exploring the context of their creation and their legacies in contemporary art and performance. As part of the module, students will investigate various historical styles of art performance, which may include: Classical performance, Non-western performance, UK performance, European performance.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☐	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate a broad appreciation of historical artistic and performance forms.
L2	Apply basic understanding of fundamental concepts of selected artistic tradition(s) or of dramatic conventions of selected performance tradition(s).
L3	Recognise the re-contextualisation of artworks or of the adaption of performance work for a contemporary audience.
L4	Create and present in forms appropriate to content and in a range of contexts.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **7** Demonstrate an understanding of historical artistic and performance forms.

Practice: Applied Knowledge and Understanding	SCQF Level **7** Apply knowledge and understanding to analyse fundamental concepts of selected artistic tradition(s) or of dramatic conventions of selected performance tradition(s).
Generic Cognitive skills	SCQF Level **7** Use critical skills to analyse and evaluate the re-contextualisation of artworks or of the adaption of performance work for a contemporary audience.
Communication, ICT and Numeracy Skills	SCQF Level **7** Identify appropriate platforms to research, support and enhance work including the use of ICT.
Autonomy, Accountability and Working with others	SCQF Level Choose an item. Work with others to share informed critical opinions and respect the views of others.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery	13
Tutorial/Synchronous Support Activity	26
Asynchronous Class Activity	13
Independent Study	148
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Rebecca Schneider (2014). Theatre & History. Palgrave Macmillan
Diana Taylor (2003). The Archive and the Repertoire
Young, Harvey (2013). *Theatre & Race*. London: Palgrave.

Christopher Innes (2000). *A Sourcebook on Naturalist Theatre*. London: Routledge

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Consistently good attendance at classes and tutorials, regularly accessing learning materials on Aula, engaging in Aula forum (community page) activities, and submitting formative and summative assessments on time.

Divisional Programme Board	Arts & Media

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Please ensure any specific requirements are detailed in this section. Module Coordinators should consider the accessibility of their module for groups with protected characteristics..
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	BCI
Moderator	Dr James Layton
External Examiner	S. Baker
Accreditation Details	-
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Students will present a group performance/presentation of between 15-20 mins (50%).
Assessment 2: Portfolio of Writing – Students will compile a portfolio of critical writing amounting 1500 words in total (50%).
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Group Presentation	x	x	x	x		50%	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Writing	x	x		x		50%	