

## University of the West of Scotland

### Module Descriptor

**Session: 2024/25**

<b>Title of Module: Key Practitioners in Drama and Theatre</b>			
<b>Code: PERF07007</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme) 10</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr James Layton		
<b>Summary of Module</b>			
<p>Key Practitioners in Drama and Theatre accompanies and builds on students' skills, knowledge and understanding gained during PERF07006 From Page to Stage. The key focus here is on exploring the links between the work of practitioners and how they have influenced contemporary theatre makers. For example, students might examine how a company such as Complicité connects with Le Coq's movement techniques, or the legacy of Brecht on contemporary political theatre.</p> <p>Indicative content may include:</p> <ul style="list-style-type: none"> <li>• Techniques, approaches and practices of contemporary companies and artists such as Kneehigh, Frantic Assembly, Complicité, Out of Joint, Gecko, Steven Berkoff, Paper Birds, and Tim Crouch.</li> <li>• Foundational approaches of Stanislavski, Michael Chekhov, Lee Strasberg, Meyerhold, Grotowski, Brecht, Artaud, Edward Gordon Craig, Jacques Le Coq, Keith Johnstone, Robert Wilson, Anne Bogart, Uta Hagen, Augusto Boal, Laban, and Joan Littlewood.</li> <li>• The relationship between practitioners and contemporary theatre: e.g., immersive theatre (Gordon Craig, Wilson) verbatim and documentary theatre (Brecht, Boal, Littlewood), physical theatre (Meyerhold, Laban, Grotowski), and improvisation (Johnstone, Strasberg).</li> </ul> <p>Throughout the module, students will have opportunities to interrogate their own emerging understanding of practitioner influence by producing their own performance work.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	Term 2	Term 3	Other:	Other:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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 how specific practitioner techniques have influenced the realisation of a live performance.
L2	Demonstrate an appreciation of the interplay between practitioner techniques and approaches to contemporary theatre making.
L3	Demonstrate competency in staging a live performance event.
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 knowledge of key figures in theatre and their influence on contemporary practice.

Practice: Applied Knowledge and Understanding	SCQF Level 7 Create a performance using recognised techniques in drama, theatre, and performance.	
Generic Cognitive skills	SCQF Level 7 Problem solving in the practical exploration and staging of a text and how it is informed by an understanding of historical contexts of performance.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Communicating intentions to an audience through the application of practitioner theory and technique to a live performance.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	8
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	4

Independent Study	152
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Benedetti, J. (2005) <i>The art of the actor</i>. London: Methuen.</p> <p>Digital Theatre Plus (for a range of resources relating to performance, practitioners, theatre histories, and interviews with contemporary theatre makers).</p> <p>Hodge, A. (1999) <i>Twentieth century actor training</i>. London: Routledge.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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.</p>	
<b>Equality and Diversity</b>	

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code.](#)

(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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Dr Henry Bell
<b>External Examiner</b>	S. Baker
<b>Accreditation Details</b>	-
<b>Changes/Version Number</b>	1

#### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1: For this assessment, students will present a devised group or solo performance (approx. 5-15 mins), which demonstrates how they have applied the ideas and / or techniques of a specific practitioner in realising a live performance (100%).

(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)**

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of practical work	✓	✓	✓	100%	