

MODULE SPECIFICATION

1. **Title of the module**

Action, Reaction and Creation – CA210

2. **School or partner institution which will be responsible for management of the module**

National Centre for Circus Arts

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

4. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring Terms

6. **Prerequisite and co-requisite modules**

N/A

7. **The programmes of study to which the module contributes**

Foundation Degree in Circus Arts

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

- 8.1 Exhibit heightened concentration in performance
- 8.2 Demonstrate vulnerability on stage and work from impulses
- 8.3 Recognise the balance between emotional honesty and effective physical and vocal techniques
- 8.4 Understand how to draw from personal material in creative work
- 8.5 Demonstrate knowledge of a range of devising methods
- 8.6 Make original and creative contributions to the development of new work
- 8.7 Draw appropriately from performance theory and interdisciplinary skills to create new material
- 8.8 Perform in a manner appropriate to the style or genre of work
- 8.9 Show a nascent understanding of dramaturgical structure

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

- 9.1 Demonstrate critical and analytical skills
- 9.2 Apply creative and imaginative skills
- 9.3 Show effective communication skills, including an ability to listen and be heard
- 9.4 Work effectively with others to achieve common goals

10. A synopsis of the curriculum

This module investigates methods of creating work for performance.

The focus of the first term is action and reaction – advancing students’ ability to convey emotional honesty and intimacy on stage, drawing from tools developed in realistic and naturalistic modes of performance. The curriculum will focus on such concepts as psycho-physical awareness, public solitude, and working with objectives. There may also be some introduction to text work.

The focus of the second term is devising, exploring different approaches to generating performance material through exercises and rehearsals. Classes will examine creating from stimulus, and students will engage with a range of devising techniques. Basic dramaturgical methods for refining material at different stages of a creation process will also be explored. When possible, this element of the module will be delivered by a visiting practitioner or company who will introduce the students to their distinct approach.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Bicat, T. & Baldwin, C. (Eds.), *Devised and Collaborative Theatre: a Practical Guide*. Marlborough: Crowood, 2002
 Bogart, A. (2006). *The Viewpoints Book*. New York: Theatre Communications Group
 Graham, S. & Hoggett, S. (2009). *Frantic Assembly book of Devising Theatre*. London: Routledge
 Hagen, U., *A Challenge for the Actor*. New York: Simon & Schuster, 1991
 Moseley, N., *Acting and Reacting*. London: Nick Hern, 2005
 Stanislavski C, *An Actor Prepares* Methuen Drama, 1980 Ed.

12. Learning and Teaching methods

Studio based tutor led sessions and workshops:	70 hours approx.
These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3 and 9.4	
Independent study:	80 hours approx.
These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3 and 9.4	
Total Study Hours:	150 hours

13. Assessment methods.

Assessment of the module is split over 2 terms. Students will receive a grade for each term, and the final module grade is an average of these two grades.

Term 1

Continuous assessment of process (all practical work leading up to performance):

75% of the term grade

This will address learning outcomes 8.1 , 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, and 9.4

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Final presentation 25% of the term grade

This will address learning outcomes 8.1 , 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, and 9.4

Term 2

Continuous assessment of process (all practical work leading up to performance):

70% of the term grade

This will address learning outcomes 8.1 , 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, and 9.4

Assessment of individual role in a devised performance 30% of the term grade

This will address learning outcomes 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3, and 9.4

It is compulsory for students to pass assessment for both terms.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated													
Studio based tutor led sessions and workshops	70	X	X	X	X	X	X	X	X	X	X	X	X	X
Independent study	80	X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment method														
Continuous assessment of process		X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment of presentations		X	X	X	X	X	X	X	X	X	X	X	X	X

15. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's/ Collaborative Partner's (delete as applicable)**

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disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:

National Centre for Circus Arts

17. Partner College/Validated Institution:

National Centre for Circus Arts

18. University School responsible for the programme:

School of Arts

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)