

## Drama and Performance 1

<b>Section A: Headline Information</b>	
<b>Module title</b>	Drama and Performance 1
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	7/8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Mr. Gerry Morgan
<b>Parent programme(s)</b>	BA (Honours) in Arts and Humanities
<b>Stage of parent programme</b>	2
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	The module will be delivered through a combination of lectures, workshops and scheduled rehearsals which will be directed by learners themselves and mentored by the module coordinator.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 1 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in drama, performance or a closely cognate area. The co-ordinator must have appropriate experience in the required practice area.
<b>Maximum number of learners per module</b>	60 (split into groups of 20)
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2.33
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Creative Room, Access to e-portfolio facilities; library resources.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10			10	1:6	21	35	35		125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				100%				100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	The principle goal in this module is to give the learners the confidence and skills to approach a text, analyse it and to perform it. This will not only benefit learners in terms of their capacity with the art form but also build transferable skills and confidence in areas such as presentations and teamwork and contribute to the achievement of the Programme Learning Outcomes in these areas.
<b>Module Aims and Objectives</b>	This module takes as its premise that the play text is merely a blueprint for the living art form of theatre. The module aims to introduce the principles and practice of drama and performance. Starting with basic technical exercises, it will increase the learners' confidence and skill base in dramatic performance while at the same time giving an understanding of the historical and theoretical underpinnings of drama as a performance art.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of key theories relating to theatre, acting and performance. (MIPLO 1)</li> <li>2. Participate in and contribute to group creative processes. (MIPLO 6, 7, 8)</li> <li>3. Critically reflect on their own performance process. (MIPLO 7)</li> <li>4. Use theatre exercises effectively to support performance work. (MIPLO 4, 7)</li> </ol>

<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<ul style="list-style-type: none"> <li>- Initial training and introductory exercises/ Delivered through workshops intended to gradually increase individual confidence and the ability to work as a group and develop basic creative and performance skills.</li> <li>- Augusto Boal: the thinking behind the Theatre of the Oppressed and application of its techniques. Delivered through a lecture and practical work using Boal's techniques.</li> <li>- John McArdle's Drama Circle: its use as a tool for character and scene analysis. Delivered through a lecture followed by workshops where the tool is applied to scene work.</li> <li>- Improvisation (Keith Johnstone): improvisation techniques. Workshops on improvisation. Building creativity, character work and cooperation.</li> <li>- Introduction to 20<sup>th</sup> Century Theatre Practitioners (Konstantin Stanislavski; Bertolt Brecht and Antonin Artaud). Delivered through lectures, guided reading and groups discussion.</li> </ul>
<b>Module Teaching and Learning Strategy</b>	<p>The strategy is to use the lecture to impart knowledge of the subject area and invite questions and comments. The workshops will give learners the opportunity to develop their creativity through facilitated group work. Learners are then invited to reflect constructively on their learning experience.</p>
<b>Work-Based Learning and Practice-Placement</b>	<p>N/A</p>
<b>E-Learning</b>	<p>Moodle will be used to link to guided reading material along with an e-journal of the learner's critical reflection on their learning experience.</p>
<b>Specifications for Module Staffing Requirements</b>	<p>The person delivering this module should have considerable professional experience in theatre and performance.</p> <p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 20 learners per group.</p> <p>Staffing requirements: 1 lecturer</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>

<b>Module Summative and Formative Assessment Strategy</b>	<p>Continual assessment in the form of ongoing presentation of work in progress with feedback (Formative Assessment; MIMLO 2,4)</p> <p>Proposal for essay on key theoretical area/ theorist/practitioner (Formative Assessment; MIMLO 1)</p> <p>Essay on key theoretical area/ theorist/practitioner - 1500 words (Summative Assessment; MIMLO 1) 50%</p> <p>Short critical reflection on the processes engaged in during the semester based on the learner's e-journal (1000 words) (Summative Assessment; MIMLO 3, 4) 20%</p> <p>Group presentation based on improvisation (Summative, MIMLO 2, 4) 30%</p>
<b>Sample Assessment Materials</b>	<p><b>Sample Essay:</b> Describe the elements of Stanislavski's system of acting and assess his contribution to theatre. 1500 words.</p>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b> Boal, Augusto, Games for Actors and Non-actors, 2<sup>nd</sup> edn (New York: Routledge, 2002)</p> <p>Benedetti, Jean, Stanislavski: An Introduction, Revised edn (London: Methuen, 1989)</p> <p><b>Other Reading:</b> Babbage, Frances, Augusto Boal (Routledge Performance Practitioners) (London: Routledge, 2004)</p> <p>Barker, Clive, Theatre Games (London: AandC Black, 2010)</p> <p>Benedetti, Jean. Stanislavski: An Introduction, Revised edn (London: Methuen, 1989 )</p> <p>Bentley, Eric, (ed), Theory of the Modern Stage (London: Penguin, 1992)</p> <p>Brook, Peter, The Empty Space (London: Penguin, 1990)</p> <p>Drain, Richard, (ed) Twentieth-Century Theatre: A Sourcebook (New York: Routledge, 1995)</p> <p>Eddershaw, Margaret, Performing Brecht (London: Routledge 2006)</p> <p>Harrop, John, Acting (London: Routledge, 1992)</p> <p>Johnstone, Keith, Impro: Improvisation and the Theatre, (London: Routledge, 1987)</p> <p>Marshall, Lorna, Peter Brook (Routledge Performance Practitioners) (London: Routledge, 2006)</p> <p>Martin, Carol, (ed), Brecht Sourcebook (London: Routledge 2000)</p>

	<p>Merlin, Bella, Konstantin Stanislavsky (Routledge Performance Practitioners) (London: Routledge, 2003)</p> <p>Mumford, Meg, Bertolt Brecht (Routledge Performance Practitioners) (London: Routledge, 2009)</p> <p>Poulter, Christine, <i>Playing the Game</i> (London: Players Press, 1991)</p> <p>Slowiak, James, Jerzy Grotowski (Routledge Performance Practitioners) (London: Routledge, 2007)</p> <p>Stanislavski, Konstantin, <i>An Actor Prepares</i> (London: Methuen, 1988 )</p> <p>Willet, John, (ed and trans) <i>Brecht on Theatre: The Development of an Aesthetic</i> (London: Methuen, 1997)</p> <p><b>Essential Viewing:</b></p> <p>National Theatre Discover. <i>Five Truths: Antonin Artaud</i>. YouTube, <a href="https://www.youtube.com/watch?v=gHn2Lj7RORcandt=22s">https://www.youtube.com/watch?v=gHn2Lj7RORcandt=22s</a>.</p> <p>---. <i>Five Truths: Bertolt Brecht</i>. YouTube, <a href="https://www.youtube.com/watch?v=62-gYcO6jrYandt=25s">https://www.youtube.com/watch?v=62-gYcO6jrYandt=25s</a>.</p> <p>---. <i>Five Truths: Constantin Stanislavski</i>. YouTube, <a href="https://www.youtube.com/watch?v=2OD7phopWWk">https://www.youtube.com/watch?v=2OD7phopWWk</a>.</p> <p>---. <i>Five Truths: Jerzy Grotowski</i>. YouTube, <a href="https://www.youtube.com/watch?v=-ScsvWtMZWoandt=29s">https://www.youtube.com/watch?v=-ScsvWtMZWoandt=29s</a>.</p> <p>---. <i>Five Truths: Peter Brook</i>. YouTube, <a href="https://www.youtube.com/watch?v=YljjLpshfCQandt=73s">https://www.youtube.com/watch?v=YljjLpshfCQandt=73s</a>.</p>
<b>Module Physical Resource Requirements</b>	A room suitable for rehearsals/workshops with audio-visual equipment.