

# Theatre Performance



Programme Specification

This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Programme Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

**PROGRAMME SPECIFICATION**

The Programme Specification provides a summary of the main features of the **FdA Performing Arts (Contemporary Theatre Performance)** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found within this Handbook and on the student portal via moodle.

<b><u>Key Course Information</u></b>	
Final Award	Foundation Degree (FdA)
Course Title	Performing Arts (Contemporary Theatre Performance)
Award Title	FdA Performing Arts (Contemporary Theatre Performance)
Teaching institution	Bournemouth and Poole College
Awarding Institution	Arts University Bournemouth
Offered in the School of: <i>Contact details:</i> Telephone number Email	Performing Arts Victoria Clark 01202 205717 <a href="mailto:clarkv@bpc.ac.uk">clarkv@bpc.ac.uk</a>
Professional accreditation	None
Length of course / mode of study	Two years full time
Level of final award (in FHEQ)	Level 5
Dedicated articulation to:	BA (Hons) Performing Arts ( <i>validated by Arts University Bournemouth</i> )
Subject benchmark statement	Dance, Drama & Performance (2015)
UCAS code	WD54
Language of study	English
External Examiner for course:	Dr Pamela Karantonis Goldsmiths: University of London <i>Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	September 2005
Date of most recent review	April 2016
Date programme specification written/revised	Revised May 2016

## Course Description

The FdA Performing Arts is a multi-disciplinary pathway degree comprising the specialist pathways of Contemporary Theatre Performance, Music Theatre and Dance. The course provides you with high quality academic teaching alongside continued rigorous vocational training as relevant to your chosen discipline and the wider arts community. You will have opportunities to work with our highly experienced staff team as well as industry professionals throughout your time of study with us. You will be exposed to the varying areas of your chosen discipline to facilitate an exploration of the far reaching job opportunities open to you as a Performing Arts graduate. On completion of your two years you can choose to graduate with your FdA Performing Arts (validated by Arts University Bournemouth) or continue your studies by embarking on a BA Top-Up which will allow you to gain a full BA (Hons) degree.

The department ethos is one of creativity and aspiration in the Arts. We believe in supporting you in the development of your careers and exposing you to a wide range of teaching methods, staff expertise and visiting professionals to support you on your journey.

In the *Contemporary Theatre Performance* pathway you will work closely within your discipline exploring theatre histories, current contexts and debates as well as undertaking skills training and development as appropriate to the current theatre climate. Our aim is to equip you with the skills we believe are fundamental to embark on a successful career and therefore we will be focusing our delivery on looking very closely at the current issues and debates influencing Contemporary Theatre today and what it may mean to enter the industry as a future professional. You will begin to situate yourself as an arts practitioner and formulate an understanding of arts in the 21<sup>st</sup> century. It is this forward thinking and cutting edge perspective that will expose you to the type of work that challenges you as an undergraduate and pushes you as a performer. There are many possible career routes including actor, scriptwriter, director, casting agent, teacher and many more. We hope that this detailed insight into the various disciplines will help you realise your own role within the creative industries.

You will have the opportunity to play and explore at level 4, to engage with current trends, further your skill base with a focus on acting, voice and movement. You will critique contemporary material, visit key venues such as The Royal Court, The National Theatre, and take part in industry standard productions while you are supported and guided by an exemplary pastoral care programme. In level 5 there will be a greater focus on specific performance techniques and training, a push toward engaging in critical theories and social/political contexts, the opportunity to work with our resident playwright, and the encouragement to begin to create and contribute to your own performance practice.

We as a department continue to foster links with the performance industry establishing successful working relationships with Pavilion Dance South West, Lighthouse and Virgin Active. As well as many primary and secondary schools in the local area. You will have the chance to engage with these professionals and other employers. A foundation degree by its very nature maintains a focus on supporting students in their journey to become valuable employees. As the majority of those

working in the arts are self-employed the department maintains continual focus on fostering your entrepreneurial skills.

Transferable skills are built into the course and whether you are studying a theoretical subject or engaging in practical training, the hidden curriculum will support skills that are relevant to all areas of arts academia and employment. Engaging in class debate, critical thinking, learning presentation skills, audition etiquette and technique alongside the rigor and discipline of rehearsal and performance all contribute to the development of a widely desirable repertoire of personal skills for any future employer. As the programme is multi-disciplinary in nature you will work alongside your peers studying Music Theatre and Dance in certain units and will be required to discuss and engage in work beyond your chosen subject. The arts are not just one discipline; they are ever moving, ever-changing, it is multi-disciplinary, and this collaborative element is intended to reflect the expectations of you in the workplace.

The College has built up strong links within the industry in the past few years including Soho Theatre, National Theatre and Ardent Theatre Company, and each year the performing arts students are encouraged to create work which will be considered for the annual National Student Drama Festival. The link with Ardent is an exciting one and we are thrilled to be included in their first Artist Development Programme which aims to provide graduating students from the regions with an opportunity to work with industry professionals in London and a showcase in a West End venue thus enabling the student access to a wider audience, that might otherwise be untapped due to a regional drama training outside of London. (<http://www.ardenttheatre.co.uk/artist-development2016-17/>)

### **Course Aims**

1. Inspire you as an artiste by providing a safe working environment in which to foster the development of a strong skills base alongside a professional and employable work ethic.
2. Encourage you to develop a comprehensive knowledge and application of a wide range of techniques to improve performance skills.
3. Acquaint students with a range of research techniques with which to consider the role of performance in a variety of historical topological contexts, relating those to contemporary, theoretical and practical concerns.
4. Foster learners' creativity in the respective field of performance by acquainting them with a range of seminal practitioners.
5. Stimulate your creative potential and emotional intelligence to work effectively in collaboration with others in your own and other disciplines.
6. Provide you with a range of transferable skills in writing, working as an ensemble and IT including electronic communications and resources, as a basis for professional activity and future employment.
7. Prepare you to be imaginative, intellectual, sensitive and confident artistes.

## **Course Outcomes**

By the end of this course you will be able to:

1. Demonstrate an in-depth knowledge of the historical, social, political and economic aspects of your specialism and be able to apply this knowledge to both written and practical work.
2. Engage creatively with a wide range of seminal practitioners and utilise these principles to inform your creative decisions.
3. Analyse and evaluate key principles and concepts developing a critical understanding of your subject area.
4. Reflect upon your own practice and achievement in relation to your own employability.
5. Display an ability to use research methodologies, academic and scholarly protocols and written and verbal presentation skills whilst considering the role of performance.
6. Collaborate with others demonstrating an understanding of group dynamics and sensitivity to creative, personal and interpersonal contexts.
7. Competently identify, organise and participate in the work required in the preparation of performance.

## **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Dance, Drama and Performance 2015*
- Framework for Higher Education Qualifications (FHEQ)
- Foundation Degree Qualification Benchmark

AUB Regulatory Framework and Undergraduate Assessment Regulations

## **Learning, Teaching and Assessment**

### **Learning and Teaching Strategies**

*1.3 'There is a traditional intersection between dance, drama and performance and other subject domains, and whose continuation acknowledges a general interdisciplinary focus in the arts and humanities.'*

### **Dance, Drama and Performance QAA Benchmarks Statements 2015**

It is in light of the above statement that the FdA Performing Arts aims to assure the collaborative nature of the current performance industries. While you will be working toward a specialist programme focused on Contemporary Theatre Performance you will also be working closely with your peers in Music Theatre and Dance. There will be opportunities for cross-disciplinary teaching and learning to assure preparation for the wider artistic climate.

6.5 'In Dance, Drama and Performance experiential learning is a key principle of study.'

## **Dance, Drama and Performance QAA Benchmarks Statements 2015**

All pathways across the FdA Performing Arts foster a wide and varied teaching strategy as appropriate to the discipline. Each unit is underpinned by the key principles of the Performing Arts Industry: collaboration, creativity, rigour and discipline with a highly engaged staff team working with you closely during your time of study.

Throughout the FdA, you will engage in tutor-led, student led and self-directed study as advised by your lecturers. The primary focus being that you develop the skills to become an independent, motivated and reflective learner.

The course aims and objectives are met by deploying a wide variety of teaching and learning methods including workshops, rehearsals, productions, practical classes, lectures, seminars and tutorials. Students will engage in both group and individual learning programmes as appropriate to the unit and area of study. Students will also engage in professional work based experience in various contexts (in-house and out-house opportunities will vary).

The methods employed induct you to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured as a clear journey to provide increased opportunities for independent learning as you reach the later stages of the course. This journey can be considered as three distinct yet complimentary strands:

- Theoretical Study
- Skills & Training
- Process & Performance

These strands support a clear and focused learning journey throughout levels 4 & 5. With level 4 being an opportunity to learn, explore, question and play and level 5 moving you toward refining, training, debating and collaboration. It is during this journey that your programme of study will also '*facilitate progression in terms of subject-specific expertise, personal and social development.*' **Dance, Drama and Performance QAA Benchmarks Statement 2015.** Your development as a valuable employee, member of society and artistic practitioner is fostered and supported throughout.

The progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching in Level 4 is directed at providing you with the knowledge, concepts and skills to take increasing responsibility for the management of your own learning. As you move into Level 5 the emphasis moves toward you taking responsibility for your specialism alongside developing the skills to create and develop independent, original material.

The integration of theory and practice is promoted and reinforced through a team teaching approach. Lectures, seminars and tutorials may be delivered by team members, as appropriate, in the creative learning environment.

### **An outline of learning and teaching strategies:**

The modes of study are varied at HE level and the expectations of you as a learner are raised. You are expected to engage independently with your course (around 20 hours a week outside of class to include reading, note taking, rehearsing as examples). In addition your programme of study is likely to include the following:

- **Skills Workshops** offer practical training and exercises in which you will be able to engage in strategies and creative activities relating to a specific practitioner or theorist within a safe and supportive environment
- **Individual tutorials** provide an opportunity to discuss your individual progress within a skill, a unit or in the course generally. They are used by either your personal tutor to discuss specific issues arising or by your unit leader to provide constructive feedback on guidance regarding how to improve
- **Group tutorials** allow you to share your experiences with your group and tutors offering opportunities to assure effective strategies are adopted in the management of your work
- **Rehearsals** will be run with you as company members and unit leaders as Directors. This environment will emulate the expectations of the industry allowing you some insight into the working environment and supporting you with the application of your skill base
- **Lectures** are oral and/or visual presentations on a particular area of study intended to be presented in a formal environment
- **Seminars** are group based activities to generate discussion and debate around a particular topic and/or theory
- **Presentations** allow you the opportunity to prepare and present to a group of your peers. It enables you to engage with a topic on a more formal context assuring you are presenting in line with academic expectations

As HE students you are expected to take notes in all classes wherever possible to support your study outside of class and your formal assessment submissions. You will also be referred to academic material weekly and given tasks to undertake independently or in small groups.

### **Assessment**

Each unit is assessed separately and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are



\*2, \*5 and \*8 (eg 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of your FdA course, you will be awarded a classification based on your unit marks. The final classification is determined using unit marks at Level 5. If you progress to Honours level study, your degree calculation will be based on your percentage marks at Level 6 only. For further information on progression, awards and classifications, please visit: MyBPC

### **Course Structure**

All students are registered for the award of the Foundation Degree (FdA); however exit awards are available if you leave the course early, having successfully completed a stage. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the College following successful completion of the first year of your course.

For the award of the Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of your course.

### **Course Content**

#### ***EVOLUTION***

In your first year of study on the FdA you will be supported with your transition into HE study. The emphasis will be on you beginning to improve your skill base via technique classes and project rehearsals, encouraging you to work independently and in groups as well as supporting you with showing your ability to engage in theoretical study and debate. It is expected that your 'evolution' into an active undergraduate will support you in engaging with the arts in a way you have not done before.

Level 4 serves as an introduction to various elements of study at HE level. Your first practical project will introduce you to your chosen specialism and teaching and learning will focus on identifying your skill base and working toward some personal targets for development. You will engage in a public performance which is expected to be at a very high standard. You will have the opportunity to engage in on-going skills training relevant to your discipline assuring an on-going acquisition of technique and repertoire.

This introduction to the arts will be mirrored in theoretical study in which you will be introduced to a number of seminal practitioners and texts as relevant to your discipline. You will be introduced to the rigour of academic and scholarly standards including formal writing, presenting, debating, research and referencing. You will be encouraged to engage critically at every level and a high amount of this engagement will be evidenced via theory and practice.

As relevant to the FdA key principles you will engage with at least one work based learning opportunity at Level 4 in which you will experience a 'real-life' working environment and will be assessed on your ability to function as a valuable and employable member of the arts community.

You will be offered formative and summative assessments across all units to give you the opportunity to respond to feedback and improve through on-going personal and professional development. You will be actively encouraged to reflect upon your development and industry focused feedback.

### ***EXPLORATION***

In your second year of study you will be given the opportunity to further 'explore' the arts world and identify areas of particular interest. You will work on demonstrating key attributes within skills and theoretical study. You will be expected to apply your skill set and experiment in and outside of the rehearsal room.

Level 5 is a step up in terms of the level of independent engagement expected of you as a student. You will continue to develop your skills training and at level 5 will be encouraged to focus these skills in an outward facing environment responding to varied audience and client needs. You will engage in practical projects that employ the disciplines of script writing, dramaturgy, collaborative practice and the focused creation of material that challenges both the performer and the audience responding to an industry brief. The key focus in your second year is the identification of possible career routes, transferable skills and the course will place high emphasis on professional expectations and the needs of industry.

Academically you will move beyond the work covered at Level 4 by engaging firmly in current social and political debate, considering the plays and practitioners that are the pioneers within Contemporary Theatre contexts. You will explore the appropriate critical theoretical methods as appropriate to the content of the unit. The intention of this unit is to support the theoretical journey for those students who wish to progress to a third year BA (Hons) alongside engaging those that have a more professional/vocational focus.

Level 5 culminates in an independent unit in which students take responsibility for creating, producing and staging their own work. Building on the skills, discipline, rigour and knowledge of key practitioners in their field covered during the course students face the challenge of putting these elements into practice adhering to an industry written brief.

It is the intention that throughout the two years of study students are required to engage in evidencing continual professional and personal development via the constant reflection and evaluation within individual units as well as via the tutorial process that will track and target the student journey.

## **Course Units**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
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### **Level 4**

EPCP461	Introduction to Performance	40
EPCP462	Skills Development 1	20
EPCP463	Skills Development 2	20
EPCP464	Performance Contexts	20
EPCP465	Industry Project 1	20

### **Level 5**

EPCP561	Performance Practice	40
EPCP562	Specialist Skills 1	20
EPCP563	Specialist Skills 2	20
EPCP564	Theatre Arguments	20
EPCP565	Industry Project 2	20

## Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included. Further information on the structure of each unit will be included in Unit Handbooks.

Level 4																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Induction week	<b>EPCP461 Introduction to Performance</b> (weeks 1-18) (40 credits)																								<b>EPCP465 Industry Project 1</b> (weeks 25-30) (20 credits)					
	<b>EPCP462 Skills Development 1</b> (weeks 1-12) (20 credits)												<b>EPCP463 Skills Development 2</b> (weeks 13-24) (20 credits)																	
	<b>EPCP464 Performance Contexts</b> (weeks 1-24) (20 credits)																													
	<i>Tutorial / PDP 1.5 hours per week</i>																													

Level 5																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>EPCP561 Performance Practice</b> (weeks 1-15) (40 credits)															<b>EPCP565 Industry Project 2</b> (weeks 16-30) (20 credits)														
	<b>EPCP562 Specialist Skills 1</b> (weeks 1-12) (20 credits)												<b>EPCP563 Specialist Skills 2</b> (weeks 13-25) (20 credits)																	
	<b>EPCP564 Theatre Arguments</b> (weeks 1-24) (20 credits)																													
<i>Tutorial / PDP 1.5 hours per week</i>																														



