

Module Title:	Drama in the Community	Level:	4	Credit Value:	20
----------------------	------------------------	---------------	---	----------------------	----

Module code:	HUM486	New <input type="checkbox"/>	Code of module being replaced:	N/A
		Existing <input checked="" type="checkbox"/>		

Cost Centre:	GATP	<u>JACS3 code:</u>	W400
---------------------	------	--------------------	------

Trimester(s) in which to be offered:	1	With effect from:	September 16
---	---	--------------------------	--------------

School:	School of Creative Arts	Module Leader:	Elen Mai Nefydd
----------------	-------------------------	-----------------------	-----------------

Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Theatre, TV and Performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Office use only

Initial approval September 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

- To introduce and develop ideas and concepts relating to the role of drama and theatre within society and culture
- To consider major theories and concepts relating to the political and ideological contexts of drama and theatre
- To raise issues relating to the social effects and cultural impact of theatre in different cultures and at different historical periods

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Discuss and demonstrate an understanding of the role of drama within community settings.	KS1	KS4
		KS5	KS6
		KS9	
2	Outline structures of short performances/presentations.	KS1	KS4
		KS5	KS10
		KS6	
3	Demonstrate understanding of working within the needs and boundaries appropriate to the client, through the execution of a practical community project.	KS1	KS2
		KS6	KS9
		KS7	KS8 KS3
4	Demonstrate collaborative and performance skills through the execution of a practical community project.	KS1	KS6
		KS3	KS8

		KS9	
Transferable/key skills and other attributes			
<ol style="list-style-type: none"> 1. Written, oral and media communication skills 2. Leadership, team working and networking skills 3. Opportunity, creativity and problem solving skills 4. Information technology skills and digital literacy 5. Information management skills 6. Research skills 7. Intercultural and sustainability skills 8. Career management skills 9. Learning to learn (managing personal and professional development, self-management) 10. Numeracy 			
Derogations			
None			

Assessment: Please give details of indicative assessment tasks below.

The assessment for this module will be based on 100% coursework and will consist of two assessments weighting 50% each. One assessment will be practical in its nature and will be directly connected to a community project and the second assessment will be a reflective essay on the drama in the community project.

Students will be assessed on:

Assessment 1 (Practical)

Their ability to manage their own time effectively
 Their ability to meet deadlines
 Their ability to work as part of a team
 Their attendance, punctuality and time keeping skills
 Their ability to contribute to the creative input of the project
 The overall presentation of the project

Assessment 2 (Essay)

Their ability to outline the practical project.
 The depth of their analysis in terms of looking the impact of their project on the community.
 Technical competence: effective structuring of the essay; grammar; use of references; and bibliography.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	3, 4	Practical project	50%		N/A
2	1, 2	Reflective essay	50%		1500 words

Learning and Teaching Strategies:

This module will rely heavily on the input of both theory and practice. Sessions will be designed so that practical exploration can follow from theory delivery. Students will attend theoretical lectures as well as practical workshops and rehearsals. School and nursery pre-school visits as well as meetings with businesses will be essential as part of the research for both the assessments and for the module.
 Students will have the opportunity to submit work through Turnitin/Moodle.

Syllabus outline:

- An investigation of the importance of drama, theatre and ideology in the community—the claims of political and socio drama.
- The study of practitioners who have effected drama practices in the community.
- The importance of various methods of drama in the community, such as theatre for young people, drama in business, drama in medicine, drama in prisons and Theatre in Education.
- The study of effective drama workshop skills and methods.

- Implementing practical methods of drama workshop delivery.

Bibliography:

Essential reading

Hahlo, R & Reynolds, P. (2000) *Dramatic events: How to Run a Successful Workshop*, Faber & Faber)

Harman, P. (2005) *Theatre for Children and Young People: 50 years of professional theatre in the UK*, Auroro Metro Publications

Jackson, T. (1993) *Learning Through Theatre – New Perspectives on Theatre in Education*, Routledge

Wood, D & Grant J. (1997) *Theatre for Children*, Faber & Faber

Other indicative reading

Boal, A. (1992) *Games for Actors and Non-Actors*: Routledge

Bolton, G, M. (1984) *Drama as Education: An Argument for Placing Drama at the Centre of the Curriculum*, Longman Higher Education

Clifford S. & Herman, A. (1999) *Making a Leap: Theatre of Empowerment*, Jessica Kingly Publishers

Fuchs, B. (2002) *Group Games – Social Skills*, Speechmark Publishing

Goffman, E. (1997) *The Goffman Reader*, Blackwell Publishers

Schechner, R. (2006) *Performance Studies: An Introduction* (Second Edition), Routledge

Schechner, R.(2003) *Performance Theory*, Routledge Classics

Scher A & Verrall C. (1975) *100+ Ideas for Drama*, Heinemann

Sharma, C. (2016) *Drama and Theatre with Children, International Perspectives*, London: Routledge

Maguire, T & Schuitema, K. (Editors) (2012) *Theatre for Young Audiences: A Critical Handbook*, Trentham Books