

## MODULE SPECIFICATION FORM

Module Title: <b>Community and Applied Drama</b>	Level: <b>5</b>	Credit Value: <b>40</b>
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Module code:HUM519	Semester(s) in which to be offered: <b>1/2</b>	With effect from: <b>September 2009</b>
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Existing/New: <b>NEW</b>	Title of module being replaced (if any): <b>Applying Theatre</b>
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Originating Subject: <b>Humanities</b>	Module Leader: <b>Elen Mai Nefydd</b>
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Module duration (contact hours/directed/directed private study): <b>400 hours (120 hours contact, 280 directed self study)</b>	Status: core/option/elective (identify programme where appropriate): <b>Core to B.A (Hons) Theatre, Television and Performance but also available as an elective within University</b>
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Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered: Undergraduate Humanities Provision	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
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<p><b>Module Aims:</b></p> <ul style="list-style-type: none"> <li>To introduce students to "Applied Theatre"</li> </ul>
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- To investigate the way theatre and drama can be used for cultural and social interaction
- To investigate how theatre can be used in educational and training environments
- To introduce students to the practical approaches and methodologies used in Applied Theatre
- To introduce students to the process of project management for “Applied Theatre”

### **Expected Learning Outcomes**

At the end of this module, students should be able to:

1. Understand the theatrical and educational issues current to Theatre in Education practices.
2. To contribute to practical work through devising, researching and creatively exploring curriculum-based subjects and current issues.
3. To present practically and academically the theories and methodology of Theatre in Education process for both performer and audience
4. Understand the concept of Corporate drama as a medium
5. To adopt improvisational and spontaneous performance skills equipped for drama-role play

### **Knowledge and Understanding:**

Students will have a creative and academic understanding of Theatre in Education as a theatrical medium as well as an understanding of its importance as an effective learning tool. They will be able to apply theory to practice through creatively exploring how to use drama techniques to create an educational performance to a live audience. Students will also gain knowledge of corporate drama through working in a business and medical setting.

### **.Transferable/Key Skills and other attributes:**

- .Organisational skills
- .Evaluation skills of self and others
- .Problem solving
- .Working as a Team
- .Entrepreneurship

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

The module will be assessed through a combination of practical based tasks and written assignments.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
T.I.E performance	2/3	Practical	25%		
Written Report	1/3	Theory	25%		3,000
Corporate Drama Workshop	5	Practical	25%		
Written Report	4	Theory	25%		2,000

### **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. School visits as well as meetings with businesses will be essential as part of the research for both the assessments and for the module.

### **Syllabus outline:**

The teaching will consist of background and historical lectures on both Theatre in Education as a theatrical genre and the meaning of Applied Corporate Drama.

1. History and Theory of T.I.E and Corporate Drama
2. The role of the facilitator
3. Role-play
4. Current issues in T.I.E training and the curriculum
5. Current issues in Corporate drama
6. Running a workshop
7. Running a production.

The students will also attend practical workshops and seminars where practical exploration can take place and time will be given to prepare for the practical assignment tasks. Discussion, debate and devising sessions will go hand in hand with more practical presentation sessions and improvisation and script work

## **Bibliography**

*(please submit in Harvard referencing format)*

Essential reading:

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

Jackson, T (Editor) Learning Through Theatre: New Perspectives on Theatre in Education (Routledge 1993)

Oddey, A., Devising Theatre (Routledge, 2004)

Other indicative reading:

Johnson, L & O'Neill C Dorothy Heathcote: Collected writings on Education and Drama (Northwestern Publishers 1991)

Nicholson, H Applied Drama: The Gift of Theatre (Palgrave Macmillan 2005)

O'Toole, J The Process of Drama: Negotiating Art and Meaning (Routledge 1992)

Redington, C Can Theatre Teach (Pergamon 1983)

Robinson, K Exploring Theatre and Education (Heinemann 1980)

Wooster, R Contemporary Theatre in Education (Intellect Books 2007)