

## Liverpool John Moores University

Title: Creative Project  
Status: Definitive  
Code: **3106FNDDR** (128184)  
Version Start Date: 01-08-2021

Owning School/Faculty: Liverpool Screen School  
Teaching School/Faculty: Liverpool Screen School

Team	Leader
Nicholas Phillips	Y

**Academic Level:** FHEQ3  
**Credit Value:** 20  
**Total Delivered Hours:** 50  
**Total Learning Hours:** 200  
**Private Study:** 150

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	4
Seminar	6
Workshop	40

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Artefacts	Perf/Media	A performance/media event created in response to a given stimulus or issue. This will be a time-based artefact with a work load equivalent to a word count of 1500 words.	70	
Reflection	Refl.Eval.	Students submit an audio recording as a reflective evaluation of process and outputs. This will be an audio artefact - with a work load equivalent to 500 - 1000 words.	30	

## Aims

- 1. To develop subject specialist and collaborative creative practice through the opportunity to create a performance/media event in response to a given stimulus or theme*
- 2. To provide vocabularies and strategies for reflection on and evaluation of individual creative practice*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Work in their respective specialist area to contribute to a group creative project utilising basic technical knowledge as appropriate
- 2 Understand and operate within the principles and work ethic of sound collaborative practice
- 3 Undertake a process of reflection and evaluation of personal creative practice and learning in a group context

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Performance/Media Event	1	2
Reflective Evaluation	3	

## Outline Syllabus

*Introductory lectures will outline the principles and work ethic of sound collaborative creative practice, as well as present the chosen stimulus for the project using appropriate research material and references. It will present the idea of 'creative dialogue' as a vital process of ongoing reflection and evaluation, so that at the end students can undertake a summative evaluation of their work on the project as intrinsic to the process not as an add-on. It will also outline key elements of managing and organising creative projects.*

*Through seminar, students will discuss options and ideas for the project, develop a way of working and the relevant media of presentation for sharing the output. This may be live or recorded output and/or utilise a range of platforms including social media. It may also take the form of a single event or be a series of smaller artefacts related to the central theme.*

*The module aims to be student-centred and thus will also include one-on-one tutorial early in the process to assess that a student's learning on the project is in line with their subject specialism and personal interests, where possible.*

*Students will then be expected to undertake a substantive research task, gathering material to share with the group as input into the creative process. Development of the work will be through a range of small group workshops/ studio rehearsal/ recordings as appropriate. Regular full group workshops will maintain the collective focus.*

*Students are expected to work with initiative and to undertake substantive private research / creative practice . The work will be mentored by the module leader/project director as appropriate and relevant subject tutors as necessary. Students are expected to keep a log book throughout the process to which they can refer in their summative evaluation, which will be submitted as an audio file. Students will be asked to reflect on their work under a short list of headings to guide and structure their response.*

## **Learning Activities**

Lectures, Seminars, Workshops

## **Notes**

Much of the indicative reference material for this module will vary depending on the chosen stimulus. Respective subject tutors will create a list of sources relevant to their specialism as well as the broader theme/stimulus.