

Liverpool John Moores University

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Title: Collaborative Playmaking
Status: Definitive
Code: **4025DRAMA** (122430)
Version Start Date: 01-08-2021

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

Team	Leader
James Frieze	Y
Sarah Hogarth	
Mark Smith	
Charlie Dickinson	

Academic Level: FHEQ4 **Credit Value:** 20 **Total Delivered Hours:** 50

Total Learning Hours: 200 **Private Study:** 150

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Practical	20
Workshop	30

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	Report	A group, pitch report on devised project	30	
Practice	Perform	Performance of devised piece	70	

Aims

1. To nurture students' understanding of the opportunities and challenges of creating

devised performance.

2. To foster each individual student's ability to report, within a group, on the making of devised work.

3. To develop practical skills in the creation of devised performance, particularly in the formation of structures and the treatment of themes.

Learning Outcomes

After completing the module the student should be able to:

- 1 Explain ideas about the structures and themes of devised performance.
- 2 Recognise the opportunities and challenges of making a piece of group-devised performance.
- 3 Participate effectively in the creation of devised performance.

Learning Outcomes of Assessments

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

Group report	1	
Performance	2	3

Outline Syllabus

In the first phase of Devised Theatre, students explore a range of methodologies for the creation of devised performance, including character-driven, issue-driven and compositional methodologies. These ways of making devised work are introduced through staff-led workshops which include elements of individual and group practical work. Within these workshops, students will explore the ideas of key practitioners of devising such as Mike Leigh (in relation to character-driven methodology), Anna Deavere Smith (in relation to issue-driven work) and Anne Bogart (compositional methodology). These ideas feed into the second phase of the module, in which students create a piece of devised performance under tutor supervision. In this phase, the students develop ideas through rehearsal, and through presentation and feedback, including a group 'pitch' report on their plans and strategies. The module culminates in a summative, performance sharing day in which all the groups perform and discuss their work.

Learning Activities

Workshops; supervised rehearsal; report and feedback; performance.

Notes

This module introduces Level 4 students, through tutor-led workshops, to a range of methodologies for the creation of devised theatre. Students then create a piece of

new, devised work in groups, which is assessed through a report on work in progress and a summative, performance sharing day in which the groups perform and discuss their work.