

Facilitating and Directing 1

Module Information

2022.01, Approved

Summary Information

Module Code	4501ATCD
Formal Module Title	Facilitating and Directing 1
Owning School	Liverpool Screen School
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 4
Grading Schema	40

Teaching Responsibility

LJMU Schools involved in Delivery	
LJMU Partner Taught	

Partner Teaching Institution

Institution Name	
Liverpool Institute for Performing Arts	

Learning Methods

Learning Method Type	Hours
Workshop	75

Module Offering(s)

Display Name	Location	Start Month	Duration Number Duration Unit
SEP-PAR	PAR	September	28 Weeks

Aims and Outcomes

Aims

This module aims to provide students with a practical and theoretical grounding in the key facilitation skills required to work within the broad spectrum of Applied Theatre and Community Drama. At this level the focus will be given to the anatomy of the drama workshop, the function of games and exercises, and the development of a personal facilitation style. In addition the module provides a foundation in the basic directing skills of picturisation and visual story telling.

After completing the module the student should be able to:

Learning Outcomes

Code	Number	Description
MLO1	1	Define and discuss the role of 'games' and 'playing' in different social contexts and how this links to drama practice
MLO2	2	Identify a range of external and internal factors that can affect the progress of a drama workshop.
MLO3	3	Demonstrate a critical awareness of facilitation styles and an ability to adapt to prevailing circumstance.
MLO4	4	Utilise a process of structured reflection to analyse and improve facilitation practice.
MLO5	5	Recognise the key components of stage picturisation.
MLO6	6	Demonstrate an ability to direct a short visual narrative.

Module Content

Outline Syllabus	Unit 1: FacilitationThe unit will begin with an interrogation of the range of practices that constitute Applied Theatre and Community Drama and the notion of 'workshop' that is central to many of them. This will be followed by a detailed exploration and analysis of the constituent elements common to games and exercises and how these might be adapted to suit different participant groups. This first phase will conclude with the writing of an essay exploring the role of 'games' and 'playing' in human culture and how this links to drama practice. In the second phase of the unit focus will shift to the role of the facilitator and students will undergo a series of diagnostic exercises to explore their own facilitation style. Class based facilitation practice in groups will lead to individual work. Unit 2: DirectingIn this unit students will explore the concept of stage picturisation and develop a shared vocabulary to describe how spatial relationships on stage can be used to create meaning. As the unit progresses students will direct peers in short non-verbal scenes to explore concepts of narrative covered elsewhere in the program. Throughout the module each student will undertake a 20hr placement with a community group (that does not currently undertake a drama based activity). The student's role in the placement will be largely observational and they should not at this level be expected to lead sessions alone. At the end of the module each student will present an analysis of the needs of the community group and propose a hypothetical series of workshops and the appropriate facilitation approach they would use in working with this group.Students will be encouraged to keep a reflective journal of their development as facilitator throughout the module.
Module Overview	
Additional Information	Module Leader is Brendon Burns (b.burns@lipa.ac.uk)

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Module Learning Outcome Mapping
Portfolio	Continuous Assessment	40	0	MLO3, MLO4, MLO2
Portfolio	Essay	20	0	MLO1

Portfolio	Directed Scene	20	0	MLO5, MLO6
Presentation	Placement Presentation	20	0	MLO2

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings

Partner Module Team

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