

## Liverpool John Moores University

Title: Acting and Performing 2  
Status: Definitive  
Code: **5502ATCD** (123874)  
Version Start Date: 01-08-2021

Owning School/Faculty: Liverpool Screen School  
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Charlie Dickinson	

**Academic Level:** FHEQ5  
**Credit Value:** 20  
**Total Delivered Hours:** 150  
**Total Learning Hours:** 200  
**Private Study:** 50

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Workshop	150

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	PRES	Group Devised Performance	40	
Practice	PRAC	Individual Performance	30	
Reflection	REF	Reflective Tutorials	30	

### Aims

*This module aims to maintain and develop student's core skills in acting, devising, movement and voice to support both their own work as a performer and their development as a facilitator and director. It builds on skills developed at Level 4 but requires a greater degree of self analysis and criticality as students learn to evaluate the appropriateness of different approaches to solving problems in the their own and other's performance work.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Employ appropriate devising strategies in the creation of a performance, based on a given stimulus or theme, that takes into account variables including space, location and audience.
- 2 Apply techniques to develop and maintain vocal and physical freedom when acting, performing or presenting;
- 3 Demonstrate and ability to sustain intention when acting, performing or presenting;
- 4 Demonstrate and ability to be present and operate in the moment when acting, performing or presenting;
- 5 Synthesise both the practice and underlying concepts/ principles of each competency in a personal action plan;
- 6 Identify and analyse strengths and weaknesses in their own and others performance work and apply appropriate strategies in a real time context;
- 7 Analyse their own contribution to the group dynamic in class based skills work and adopt relevant strategies to maximise positive outcomes.
- 8 Demonstrate an ability to develop skill in an alternative performance discipline.

## Learning Outcomes of Assessments

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

Group Devised Performance	1			
Individual Performance	2	3	4	
Reflective Tutorials	5	6	7	8

## Outline Syllabus

### *Unit 1: Creating Devised Theatre*

*This unit will begin with the exploration of techniques used to create sustained, replicable pieces of performance in small groups. Students will then form devising teams and begin creating a short piece of performance on a given stimulus. The module concludes with an assessed presentation of each devised performance.*

### *Unit 2: Core Competencies*

*This unit is taught across the standard year in discrete weekly classes. At the beginning of the module students will identify, through a tutorial with a relevant member of staff, a series of goals against each competency which they will work towards throughout the year. The weekly classes will maintain the student's basic skills in acting and performing. In addition each competency will also seek to extend the student's abilities in support of their major projects across the year. Acting will focus on the naturalistic frame within which students will explore an action-based technique for creating psychologically realistic characters resulting in a class based scene study. Voice will focus on group a-cappella singing. In Movement students will begin to develop more complex pieces of work which acknowledge the limitations of potential audiences and/or performers. Furthermore there will also be the*

*opportunity to develop alternative performance skills in one-off guest workshops. There is no summative assessment, though a series of informal sharings and formative assessments will take place across the year. At the end of the unit students will give a critical analysis of personal development against their action plan at a final reflective tutorial.*

## **Learning Activities**

This module is delivered in lecture, group workshop and seminar formats. Students are expected to work in pairs or small groups for the purposes of practical assignments and seminar presentations.

## **Notes**

Module Leader is LISI Perry (l.perry@lipa.ac.uk)