

Liverpool John Moores University

Title: Community Performance as Counter-Narrative
Status: Definitive
Code: **5504ATCD** (123880)
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: 120
Total Learning Hours: 200
Private Study: 80

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Workshop | 120 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|--------------|-------------------|------------------------------|---------------|---------------|
| Presentation | Perf | Workshop Process/Performance | 80 | |
| Reflection | Assessment | Self and Peer Assessment | 10 | |
| Exam | Viva-voce | Group Viva-voce | 10 | |

Aims

The module aims to provide an opportunity for students to develop both their facilitation and performance skills and a critical understanding of concepts of space, place and identity through the use of research and devising techniques to work with participants to create a performance that offers a counter-narrative to mainstream versions of a specific community's history and/or identity.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate an advanced knowledge and critical awareness of the key concepts such as Counter-Narrative, Oral Testimony and Space, Place and Identity;
- 2 Apply a practical understanding of theory and technique pertinent to the practice of devising a Community Play/Performance;
- 3 Design and implement an appropriate research strategy to support the creation of a performance based on oral testimony utilising interview, workshop and conventional information gathering techniques;
- 4 Utilise appropriate techniques and strategies to improve/develop participant's performance confidence and ability;
- 5 Co-ordinate the development of a short piece of performance within the structure of a wider event;
- 6 Demonstrate an ability to manage themselves, drawing on a conscious use of self in working with others and in leading or participating in teams

Learning Outcomes of Assessments

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

| | | | | |
|---------------------|---|---|---|---|
| Workshop | 2 | 3 | 4 | 5 |
| Process/Performance | | | | |
| Self and Peer | 6 | | | |
| Assessment | | | | |
| Group Viva-Voce | 1 | | | |

Outline Syllabus

The initial phase of the module will be characterised by a consideration of the concepts of Space, Place and Identity and their bearing on the notion of 'Community'. The relationship between dominant and alternatives histories will also be explored, with particular emphasis being given to the role of oral tradition (spoken, acted or sung) as a repository of community identity and a potential counter-narrative to mainstream perception. In parallel practical workshops will develop skills research as a basis for devising community performance and a range of theatrical models for such work will be explored.

Thereafter students will split into small teams to work with groups from a specific community to create short performances utilising the methods studied above. The module leader will oversee a process during which each team will co-ordinate the development of their piece within an overall narrative for the final event. This event will take place in a community space. Following the event each team will critique the efficacy of an aspect of the project against relevant critical theory within a viva voce.

Finally students each team will engage in a staff led Self and Peer Assessment and Accreditation process.

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 Sharon Nash (s.nash@lipa.ac.uk)