

Liverpool John Moores University

Title: Devising and Collaborative Live and Digital Performance
Status: Definitive
Code: **5504CTP** (126486)
Version Start Date: 01-08-2021

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

Team	Leader
Mark Smith	

Academic Level: FHEQ5
Credit Value: 20
Total Delivered Hours: 60
Total Learning Hours: 200
Private Study: 140

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Workshop	60

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	AS1	A devised, collaboratively created, piece of performance exploring the boundaries between live and digital performance (2500 words equivalent)	70	
Presentation	AS2	A podcast examining the critical and industry context of the devised work (2000 words equivalent)	30	

Aims

The aim of the module is to consider the factors which influence collaborative creative processes and the differences and connections between digital and live

performance.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically appraise team working and group dynamics.
- 2 Critically examine collaborative creative processes in the industry and beyond and differentiate between approaches.
- 3 Debate the differences and synergies between digital and live performance.
- 4 Compare and contrast a range of group skills and apply them in the making of performance.

Learning Outcomes of Assessments

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

Collaborative Performance	3	4
Podcast	1	2

Outline Syllabus

The module will consider the role of technology in performance, its genealogy and contemporary manifestations and examine its meaning and impact relative to the history and understanding of live performance. The module will also consider the role of performance in communities and ways in which groups of people collaborate in the act of performance and the reasons for practitioners abandoning conventional individual roles in the making of performance for group and collective approaches. The module will require application of this understanding in practical performance making.

Learning Activities

This module requires students to develop practical skills alongside the presentation of ideas and critical contexts and as such is best suited to workshop-based learning where flexible and varied activities including skills sessions, discussions and informal presentations can be designed on a weekly basis.

Notes

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