

## Liverpool John Moores University

Title: CREATING AND FACILITATING PERFORMANCE  
Status: Definitive  
Code: **5505ACT** (109151)  
Version Start Date: 01-08-2011

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

Team	Leader
Steve Buckwald	

**Academic Level:** FHEQ5      **Credit Value:** 12.00      **Total Delivered Hours:** 100.00  
**Total Learning Hours:** 120      **Private Study:** 20

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	40.000
Practical	60.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	CONTINUOUS	Continuous Assessment	80.0	1.00
Presentation	PRESENT	Final Presentation	20.0	1.00

### Aims

*To give the student the opportunity to explore the variety of ways by which performance is generated and developed through both hierarchal and egalitarian methods of creation and rehearsal.*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Research and analyse material for production/presentation including concept/controlling idea and target audience
- 2 Explore a variety of specific rehearsal methodologies as a way to creating and developing performance material within an ensemble
- 3 Recognise and apply principles of time and space manipulation, and dramatic tension as tools of communication to practical work
- 4 Explore the balance between pro-active leadership and ensemble contribution to the creation and presentation of performance work

### Learning Outcomes of Assessments

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

CONTINUOUS ASSESSMENT	1	2	3	4
FINAL PRESENTATION	1	2	3	

### Outline Syllabus

*Students will participate in a variety of practical exercises where they will examine issues of performance creation and development. They will first consider the spark that begins the work focusing on performance preparation including material selection, methods of research, and the development of a concept/controlling idea for production. They will then consider how the theatre artist creates work through the manipulation of time and space, touching upon framing systems, the creation of emphasis, dramatic tension, and working within an ensemble as the class develops the work through a variety of rehearsal processes. All of these exercises will then develop into a presentation of a short piece of work that can either be text or non-text based.*

### Learning Activities

Learning is delivered through a series of practical classes, lectures, demonstrations, and rehearsal workshops.

### References

<b>Course Material</b>	Book
<b>Author</b>	Clements, P
<b>Publishing Year</b>	1983
<b>Title</b>	The Improvised Play
<b>Subtitle</b>	The Work of Mike Leigh.
<b>Edition</b>	
<b>Publisher</b>	London: Methuen.

<b>ISBN</b>	
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<b>Course Material</b>	Book
<b>Author</b>	Cohen-Cruz, J & Giannachi, G
<b>Publishing Year</b>	1999
<b>Title</b>	Playing Boal
<b>Subtitle</b>	The Theatre; Therapy; Activism on Directing.
<b>Edition</b>	
<b>Publisher</b>	London: St. Martins-Griffin.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Johnson, C
<b>Publishing Year</b>	2006
<b>Title</b>	The Improvisation Game.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Nick Hern Books.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Mitchell, K
<b>Publishing Year</b>	2009
<b>Title</b>	The Director's Craft.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Routledge.
<b>ISBN</b>	

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## Notes

### ASSESSMENT STRATEGY:

Continual assessment will take the form of a series of in-class exercises that students will complete throughout the course of the module. Formative feedback will be given throughout to ensure that the student is aware of their progress

The final summative assessment mark and written feedback will be undertaken by the delivery tutor on completion of the module.

### FURTHER MODULE NOTES:

For modules with multiple assessments students must pass all individual elements, as detailed in the Principles and Procedures for Higher Education A2.3.4.