

Liverpool John Moores University

Title: DRAMA AND THEATRE IN EDUCATION
Status: Definitive
Code: **5512CMD** (118659)
Version Start Date: 01-08-2014

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

Team	Leader
Ros Merkin	Y

Academic Level: FHEQ5
Credit Value: 18.00
Total Delivered Hours: 90.00
Total Learning Hours: 180
Private Study: 90

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	30.000
Workshop	60.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	PERFORM	TIE Performance	40.0	
Practice	WORKSHOP	DIE Workshop and Education Pack	20.0	
Reflection	SELF & PEER	Self and Peer Assessment	20.0	
Essay	CRITIQUE	Critique	20.0	

Aims

This module aims to provide a solid theoretical and practical foundation in the use of theatre and drama within the UK statutory education sector. The major focus will be on the practice of Theatre in Education (TIE) at KS3/4 combined with a minor study in a selection of Drama in Education (DIE) techniques most useful to a freelance

facilitators and directors.

Learning Outcomes

After completing the module the student should be able to:

- LO1 Develop performance and participatory activities targeted at a specific age range which take into account the National Curriculum and other relevant requirements.
- LO2 Devise and implement a performance based participation plan utilising appropriate strategies.
- LO3 Utilise acting skills appropriate to the performance of Theatre in Education
- LO4 Work collaboratively as part of a team to create a short Theatre in Education programme.
- LO5 Demonstrate competent facilitation skills in the delivery of a Drama in Education workshop.
- LO6 Create an educational resource pack to support the delivery of set text theatre.
- LO7 Analyse and critique Theatre in Education practice in relationship to contemporary education theory and/or policy.

Learning Outcomes of Assessments

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

TIE PERFORMANCE	LO1	LO2	LO3
DIE WORKSHOP&EDUCATI ON PACK	LO5	LO6	
SELF & PEER ASSESSMENT CRITIQUE	LO4		LO7

Outline Syllabus

Phase 1

The early part of the module will be characterised by an investigation of both the history and contemporary practice of TIE and DIE including an analysis of key play texts. In parallel a series of seminars will explore the UK statutory education system and key theories in educational psychology.

Phase 2

In this phase students will learn a range of strategies suitable for intra/post performance participation. They will then split into small groups to research, devise and rehearse short TIE programmes on a given subject for a specific age range. These will then be toured to secondary schools. Following the tour each TIE team will take part in a staff facilitated Self and Peer Assessment and Accreditation process. In this session marks will be negotiated to recognise each individual team member's contribution to the group process.

Phase 3

In this part of the module students, in pairs, will research and devise a DIE based workshop and education pack to support the Level 4 set text production. The

workshops will be delivered in schools before or after the performance and will explore the social, political and economic issues raised in the performance.

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 the practical assignments and seminar presentations.

Notes

Module Notes

- The TIE tour will be advertised to local schools in advance of the commencement of the workshop to ensure there are sufficient performance opportunities for each team.
- The TIE performance will also be assessed as part of the Creating Devised Performance module.