

Liverpool John Moores University

Title: THE PRODUCTION PROCESS
Status: Definitive
Code: **5517TPR** (116289)
Version Start Date: 01-08-2014

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

Team	Leader
Mark Smith	Y

Academic Level: FHEQ5 **Credit Value:** 24.00 **Total Delivered Hours:** 40.00
Total Learning Hours: 240 **Private Study:** 200

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Seminar	30.000
Tutorial	6.000
Workshop	4.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	CONTINUAL	Continual assessment	70.0	
Essay	ESSAY	Written assignment - 2000 words.	30.0	

Aims

The aim of the module is to involve students within projects and performances to be presented to a public audience. The nature of the student's participation is to be focused on the learning experience, rather than the final presentation, or expectations of professional standards of work. Experience, role and responsibility will vary according to the project to which they are assigned. Emphasis will be put

on the further development of collaborative and interpersonal skills, through the realization of group projects.

Learning Outcomes

After completing the module the student should be able to:

- LO1 Research independently and effectively, exploring wider documentary sources and texts, to enhance presentation and improve production processes.
- LO2 Evaluate and employ a variety of design and production skills appropriately, applying an understanding of production processes, with a degree of autonomy and initiative, to communicate to an audience effectively.
- LO3 Engage in collaborative endeavour, negotiate effectively and sensitively, and contribute to a group process with tact and enthusiasm. Accept collective responsibility for setting goals, meeting deadlines and fulfilling set briefs.
- LO4 Evaluate and articulate their current level of knowledge and skills, to deepen understanding and identify areas for development.

Learning Outcomes of Assessments

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

Continual assessment	LO1	LO2	LO3
Essay	LO4		

Outline Syllabus

The student's work will be structured and guided as follows;

- *Students will bid for allocations of production tasks around a framework of structured roles and responsibilities; allocations will be finalized by the tutorial staff.*
- *Students will usually manage their time and available resources as part of a team.*
- *Engage in the production process, undertaking research and production tasks as necessary*
- *Invite supervising tutors to meetings, arrange tutorials and arrange a suitable date for observation of a performance or presentation summing up the activity.*
- *Submit a critical evaluation of their work and that of others, within a framework of agreed criteria.*
- *Regular tutorials and production meetings will be held to mentor the students and guide progress.*

Students are expected to submit a written evaluation of the project illustrating what they have learned through their research and participation. In accordance to their role it should focus on the following areas:

- *What they have learned about the material, tasks, and processes of exploration, preparation, rehearsal and performance of this particular work.*

- *What they learned about the nature of working as an ensemble or collaborative group, and working processes in disciplines other than their own, exploring in some detail their relationship with other project personnel; directors, performers, managers etc.*
- *What they learned about the work through analyzing public perception of the piece, looking at this both in terms of what succeeded & what didn't, and how an audience's perception affected the end product and their evaluation of it.*

Learning Activities

Students are given a role within a public performance project, influenced by their career aspirations or own assessment of developmental need. The student will be supported in the work and study by a series of tutorials and mentoring sessions, in order to guide and develop their given programme of study. Weekly production meetings, morning briefings and programme meetings share specific production information, help generate peer support and discuss lessons learned from completed shows.

The work will usually be involved in the main LIPA curricular programme, the nature of the role undertaken will vary according to the project and other participants, particularly from within the programme. Students may engage in work along side first and/or final year students, or work more collaboratively within their peer group.

Continuous assessment of the working process will examine;

Attendance levels and punctuality, commitment, concentration and enthusiasm
 Sensitivity for the group and ability to function as an effective team member
 Levels of competence in production skills or assigned tasks
 Self-organization and self-management
 Ability to respond positively to direction and criticism
 Levels of imagination, originality, understanding & resourcefulness
 Sensitivity to the artistic, intellectual and contextual demands of the project
 Contribution to research, organisation and refinement of ideas
 Secure understanding of appropriate period, genre and style
 Ability to apply aesthetic and artistic judgement

Students will submit a written evaluation of their learning and practical process, and a CAD plan of their event, showing the elements they are responsible for in detail.

Notes

Students will present a work file of the entire process including a written evaluation of the project and their involvement in it. Emphasis will be placed on the student's involvement in the production process and their learning throughout, rather than the final performance product.

Production budgets are available to fund Modelbox materials, tools and equipment

necessary for the staging of each show, in addition to the extensive resources of LIPA's technical inventory, which is updated annually to keep up with trends in entertainments technology wherever possible.

Key texts from previous modules that deal with a student's chosen area of work will be useful to recap key knowledge of that role, and appropriate research material for the specific text in production.