

Liverpool John Moores University

Title: COLLABORATIVE WORKSHOP
Status: Definitive
Code: **7005IT** (129072)
Version Start Date: 01-08-2021

Owning School/Faculty: Liverpool Screen School
Teaching School/Faculty: Liverpool Screen School

Team	Leader
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Sarah Hogarth	
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Academic Level: FHEQ7 **Credit Value:** 30 **Total Delivered Hours:** 80
Total Learning Hours: 300 **Private Study:** 220

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Seminar	20
Workshop	60

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	AS1	Project design and facilitation observed through 40 minute workshop practice and discussion - Assessment of the design and facilitation of an interactive performance.	50	
Practice	AS2	Continuous assessment of creative and analytical contribution to other workshops , seminars, rehearsals (over 30 hours of learning activity)	50	

Aims

1. *To enhance skills in ensemble practice as participant and as leader.*
2. *To develop and demonstrate skills in facilitating interactivity between performance participants and makers.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate understanding of techniques used to facilitate interaction and the ability to apply these techniques effectively to create an original, participatory performance event or workshop.
- 2 Articulate and theoretically contextualise an understanding of the experience of the participant in interactive, immersive performance and the contributing factors which affect the ability to participate effectively in different kinds of interactive, immersive event.

Learning Outcomes of Assessments

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

Practical - Facilitation	1
Practical - Participation	2

Outline Syllabus

On this module, the cohort works as an ensemble to produce a series of interactive performance events. Each student in turn conceives and directs a workshop performance of 40 minutes duration, supported by the rest of the ensemble and with guidance and monitoring from tutors.

The module will begin with seminar discussion, led by tutors, of different models of ensemble practice in the making of performance. These models might include 13P (a group of New York-based playwrights who formed an ensemble to produce each other's formally experimental projects) and Ontroerend Goed, a Belgian company in whose work the dynamics of the ensemble are often explicitly reflected in the work that is produced. Students will also be introduced to the Belbin inventory of team roles and other tools that will help the process of managing and analysing team dynamics. As well as outlining different ways that each student can construct and manage a group in the exploration of their own idea, the cohort will establish a clear code of conduct to which every student, both as director and participant, is expected to adhere. This code of conduct will underpin the assessment of participation.

The initial plan for each performance is conceived independently and pitched by the student to the seminar group. The group will discuss the pitch, offering ideas as part of the process of ensemble development. The performance must be 'interactive', i.e. it will entail people coming to the performance as invited guests with whom the performers, as hosts, will interact in ways other than performing in front of them. This interaction will be integral to the performance event. (The term 'interactive' can have

slightly different meanings, and its exact definition for the purposes of this module will be outlined in seminar.)

The design of teaching and learning on this module recognises the balance between the leading role of the person directing the project and those supporting it, and the balance between work done as a director and as a participant in the context of an ensemble structure such as this.

The performance conceived by one student might be of the workshop (experiential) kind, while another might design a more formally scripted event. Others may opt for some combination of the two.

At the end of the module, the ensemble will reflect back in seminar on their work within the various project teams, on what worked well and did not work well and what lessons can be taken. Reflection will be aided by, and expected to refer to, the analytical tools introduced at the start of the module.

Learning Activities

Seminars, Workshops

Notes

As the module that stipulates and frames ensemble process, this is a space within the degree course that enables and requires students to develop their organisational and directorial skills as well as their skills as participants in ensembles directed by others. This collaborative ethos is especially important in the field of participatory performance.