1. **Title of the module**

DRAM3470 (DR347) Performing Ancient Greek Theatre

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts and Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

 Level 4

1. **The number of credits and the ECTS value which the module represents**

 30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

 None

1. **The course(s) of study to which the module contributes**

Drama and Theatre Studies, BA JH Drama and Theatre – Also available as Wild Module across the University.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a knowledge of ancient Greek theatre and performance traditions through written (essay) and practical work (for example, performing short extracts from Greek tragedy or comedy, making and using Greek masks)
8.2 Articulate an understanding of the relationship between ancient Greek theatre, drama and performance and the specific political, cultural, and social contexts in which it was produced;
8.3 Demonstrate a specific understanding of the work and significance of key theatrical practitioners (for example, ancient Greek playwrights, performers and modern practitioners who have engaged with Ancient Greek theatre);
8.4 Undertake analysis and methods of performing non-realistic dramatic texts that are informed by myth, ritual, and oral traditions different from our own, present conventions and expectations;
8.5 Demonstrate research skills in using secondary and, where available and appropriate, primary materials such as ancient iconography and artefacts.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate skills in self-management and independent working;
9.2 Demonstrate skills in time management and problem solving;
9.3 Demonstrate communication skills, both orally and in writing

9.4 Demonstrate skills in written analysis and critical reflection

9.5 Demonstrate presentation skills in writing and practice

1. **A synopsis of the curriculum**

The module introduces students to historical theatre traditions that are remote from present stage conventions and modern performance approaches to the study of Greek theatre. It offers a study of some of the key ancient Greek plays (in translation) and a detailed exploration of the societal conditions and theatrical realities of 5th century BCE, allowing for an understanding of theatre as an artistic product of a particular historical context and culture. Modern stage adaptations of Greek drama and methods of performing Greek theatre will also be considered through seminars and practical workshops, taking account of issues regarding historical and cultural transposition. As comparative foil, the module will also discuss non-European ‘classical’ traditions such as for example Japanese Noh theatre, and the Indian theatre tradition based on the Natyasastra

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Goldhill Simon (2007) *How to Stage Greek Tragedy Today*, Chicago: University of Chicago
Hall Edith (2010) *Greek Tragedy: Suffering under the Sun*, Oxford: OU
Ley Graham (2014) *Acting Greek Tragedy,* Exeter: University of Exeter Pres
Rabinowitz, Nancy Sorokin (2008) *Greek Tragedy.* Oxford: Blackwell
Rehm Rush, (2017) *Understanding Ancient Greek Tragedy*, NY: Routledge
Wiles, David (2000) *Greek Theatre Performance*. Cambridge: CUP

1. **Learning and teaching methods**

This module will be taught by means of lectures, seminars and workshops.

Contact hours = 40
Independent Study Hours = 260
Total learning hours = 300

1. **Assessment methods**

13.1 Main assessment methods

50% - Essay of 2,000 words
50% - Performance (including programme note)

13.2 Reassessment methods

like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

*Add/delete lines and columns as appropriate:*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **X** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Lecture |  | **X** |  |  |  | **x** |  |  |  | **x** |
| Seminar  | **x** | **X** | **x** | **x** | **x** |  |  |  | **x** | **x** |
| Workshop | **X** |  | **X** | **x** |  |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay (2000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  Performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students are encouraged to understand how Greek theatre is studied and/or practiced in different performance cultures. Some sessions will also introduce and debate non-European ‘roots’ of different theatre traditions, such as Japanese Noh and the Indian Natyasastra.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20/01/2021 | Minor | 2021/22 | 1,13,14 | No |
|  |  |  |  |  |