1. **Title of the module**

DRAM6480 (DR648) Community and Participatory Theatre

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

School of Arts

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

Level 6

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**

BA drama and theatre, and associated programmes

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

8.1 demonstrate an understanding and practical knowledge of a range of workshop skills appropriate to the applied theatre form and community &/or educational contexts;

8.2 work within a team to produce a creative workshop programme within community and/or educational settings;

8.3 demonstrate an understanding and knowledge of practice, theory and ethical issues relating to an applied performance context;

8.4 pursue independent research;

8.5 reflect on and critique their own practice.

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

9.1 work collaboratively in a group, understand the essence of group dynamics, and work effectively together handling interpersonal issues;

9.2 develop and manage practical and creative projects within specified resource constraints of time, space, identifying health and safety issues and undertaking risk assessments

and/or budget thus developing organisational and problem solving skills;

9.3 manage workloads to meet deadlines and sustain focus for extended periods working independently, developing autonomy and self-management;

9.4 use information retrieval skills, involving the ability to use information resources and technology, gathering and critically evaluating material;

9.5 apply critical and creative skills;

9.6 communicate effectively to a professional standard, present coherent arguments and propositions in a variety of media, verbally and in writing, using appropriate communication and presentation technologies;

9.7 reflect on their own learning and development, identifying strategies for development, exploring strengths and weaknesses, and developing autonomy in learning and continuous professional development.

1. **A synopsis of the curriculum**

This module introduces participatory theatre in its various forms, and considers the historical and social context in which it has developed. It offers students the opportunity to both understand and apply workshop techniques, planning, facilitation and management of projects within a participatory theatre context. Practical work is based on a theoretical understanding and grounding in the historical and social contexts of the form. The module will be structured in 2 distinctive parts:

The first introduces and considers the historical development, current debates, methodologies and case studies within the field. This stage of the module will include a range of lectures, seminar discussions, and exploratory/task-based workshops. The second stage will focus on developing associated practical skills to include project planning, management, workshop and facilitation skills.

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

Boal, A (1998) Legislative Theatre: Using Performance to make Politics, London: Routledge

Boal, A (1994) The Rainbow of Desire, London: Routledge.

Cohen- Cruz J (1998) Radical Street Performance, an International Anthology, London: Routledge Jackson T (1993) Learning through Theatre A: New Perspectives on Theatre in Education (2nd edition) London: Routledge

Kershaw B, (1992) The Politics of Performance: Radical Theatre as Cultural Intervention, London: Routledge

Kuppers, P. (2007) Community Performance, An introduction, London: Routledge

Kuppers, P & Robertson, G. (2007) The Community Performance Reader, London: Routledge

Nicholson, H, (2005) Applied Drama, Basingstoke: Palgrave MacMillan

Taylor G P, (2003) Applied Theatre: Creating Transformative Encounters in the Community, Westport: Greenwood

1. **Learning and teaching methods**

Total contact hours: 66

Private study hours: 234

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Workshop Project (50%)

Written Document (3000 words) (30%)

Process (20%)

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lecture* | **x** |  | **x** |  | **x** |  | **x** |  |  | **x** |  |  |
| *Seminar* |  |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |
| *Workshop* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Project* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Written Document* |  |  | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  |
| *Process*  | **x** | **x** | **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**

The module engages with applied theatre practice which takes place in a range of different social and community environments. Students are introduced to and engage with international applied theatre practice and performance.

**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) |
| 01/12/19 | Minor | Sep 2020 | 12, 13, 14 | No |
| 20/01/21 | Minor | September 2021 | 1, 10 | No |