1. KentVision Code and title of the module

DRAM6830: Directing Theatre, Staging Ideas

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, (School of Arts, Drama)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

BA Drama and Theatre, and associated programmes

BA Film

Also available as an elective module

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

8.1 Demonstrate an ability to combine creative and conceptual ideas in a cogent and coherent manner.

8.2 Demonstrate a systematic understanding of the relationship between theoretical and philosophical ideas and performance practice, specifically directing.

8.3 Demonstrate a deep understanding of the ways in which performance can support or enrich a critical understanding of theoretical ideas.

8.4 Express themselves articulately using a variety of methods through the development of sustained argument and the use of ideas at the forefront of the discipline.

8.5 Demonstrate a thorough knowledge and systematic understanding of key aspects of ethical, aesthetic and political philosophy and its implications for performance theatre directing.

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

9.1 Work collaboratively with other students, thereby gaining a deep understanding of group dynamics and handling interpersonal issues. Critically interrogate a range of difficult ideas and concepts, and to synthesis information effectively.

9.2 Apply the methods, skills and ideas they have learned to review and extend their knowledge to carry out projects.

9.3 Apply critical and creative skills in diverse forms of discourse and media.

9.4 Demonstrate an ability to communicate effectively, to a professional standard, coherent and sustained arguments in a variety of media, verbally and in writing.

9.5 Work independently on a self-directed research project, thus developing organisational skills and demonstrating an ability to manage their own learning.

## A synopsis of the curriculum

This module will ask students to critically engage with fundamental questions about theatre, such as 'what is performance?', 'who decides what a performance means?', 'why do we care about the fates of fictional characters?', 'why do we enjoy watching tragic events on stage?' and 'what ethical, political and philosophical questions does performance raise?''. After writing an essay focussing on one of these questions, the class will then turn its attention to a range of performance texts and the various conceptual and philosophical questions that arise from them. Alongside theoretical discussion of these concepts, the students will also direct excerpts of the plays in question, allowing them to bring the theory and practice into fruitful dialogue in an assessed performance.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 240

Contact Hours: 60

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay (3,500 words) (50%)

Practical Assessment (50%)

13.2 Reassessment methods

Like for Like

## Map of module learning outcomes (sections 9 & 10) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** |  |  | **X** |  | **X** | **X** | **X** | **X** |
| Lectures | **X** |  |  | **X** |  |  |  |  | **X** |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Practical Assessment | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The subject-content will be consciously international in focus, drawing where possible on the work of international practitioners.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 18/05/16 | Major | September 2016 | 1, 8-14 | No |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |
| 21/12/2021 | Major | 2022/23 | 1,8-9,13-14 | No |

Revised FSO Jan 2018