

|                                      |  |                                   |               |
|--------------------------------------|--|-----------------------------------|---------------|
| <b>Module Title</b>                  | <b>Artist Commission: Directing: Re-Imagining Classic Text</b>   |                                   |               |
| <b>Brief Description</b>             | <p><b>This module is an Artist Commission</b><br/> At Level Four the Programme engages with you as an emerging artist expecting the professional and autonomous attitude that is required from an artist about to graduate. The commissioning process is a dynamic process requiring commitment from both the commissioner (in this case the Programme) and artist (in this case you) in terms of a) setting out you vision, b) building good relations with those you encounter in your context, c) being flexible with time and managing it appropriately, d) expecting dialogue and discussions e) openness to ideas and changes that may arise through the process, f) support with problems and issues as they arise. This framing makes explicit demands of you to engage in dialogue with the module team as an artist may engage in dialogue with a professional commissioning body.</p> <p>This module provide the opportunity to direct a small group of Level 1 students in an original piece of performance based on a given classic text. The work will be presented in a small studio performance space.</p> |                                   |               |
| <b>SCQF Level</b>                    | 10   |                                   |               |
| <b>Credit Rating</b>                 | 30 SCQF Credits / 15 ECTS credits  |                                   |               |
| <b>Status</b>                        | <input type="checkbox"/> Core<br><input checked="" type="checkbox"/> Core Option<br><input type="checkbox"/> Option<br><input type="checkbox"/> Credit Rated Short Course  |                                   |               |
| <b>Pre-requisites</b>                | Successful completion of Level Three   |                                   |               |
| <b>Co-requisites</b>                 | None   |                                   |               |
| <b>Anti-Requisites</b>               | None   |                                   |               |
| <b>Maximum number of Students</b>    | 18   | <b>Minimum number of Students</b> | n/a           |
| <b>Learning Modes</b>                | Hours per week/task  | No. of Weeks                      | Total (hours) |
| Workshops                            | 16   | 8                                 | 128           |
| Tutorials                            | 4  | 8                                 | 32            |
| Off-site Learning                    | 32   | 1                                 | 32            |
| Independent study                    | 13.5   | 8                                 | 108           |
| <b>Total Notional Student Effort</b> |  |                                   | <b>300</b>    |

|                            |  |
|----------------------------|--|
| <b>Module Co-ordinator</b> | <b>Lecturer, Contemporary Performance</b>  |
| <b>Module Aims</b>         | <p>This module aims to provide the opportunity to demonstrate the development of a sustainable praxis as an autonomous Eco-centric artist through the creation of a performance project in the context of developing directorial practices.</p> <p>The module aims to enable you to facilitate and direct a process for a small group of Level One students leading to an original performance in a small scale studio space.</p>  |
| <b>Module Content</b>      | <p>This module will include:</p> <ul style="list-style-type: none"> <li>• Delivering a 30 minute presentation of self-identified themes and starting points from the given text.</li> <li>• An interrogation of the role of the director in contemporary, devised, collaborative performance making.</li> <li>• Facilitating and directing a performance making process with a group of Level 1 students.</li> <li>• The creation of an original performance for a small scale studio space.</li> <li>• Working with the venue technical team to realise the performance.</li> </ul> <p><b>Tutorials</b><br/>You will engage in group and private tutorials with the module coordinator to support your learning journey through the project and to provide you with additional resources and guidance in relation to your directorial practices.</p> <p><b>Sharing Workshops</b><br/>You will engage in workshops with peers undertaking this module to share work-in-progress. This is an opportunity to show pieces of material and give and receive peer and tutor feedback.</p> <p><b>Workshops</b><br/>You will lead Level One students on a collaborative process of devising an original performance work based on your selected themes and starting points.</p> <p><b>Independent Study</b><br/>You will engage in Independent Study, including the planning and reflection of the creative process and production.</p> |
| <b>Learning Outcomes</b>   | On successful completion of this module you will be able to:   |
| <b>LO1</b>                 | produce performance work which originates from a deep ecological enquiry in the context of directorial practices.  |
| <b>LO2</b>                 | demonstrate an integrated and holistic understanding of aesthetics and composition through performance and documentation in the context of directorial practices.  |

|   |   |
|---|---|
| <b>LO3</b>                                  | demonstrate an individual praxis that informs the conceptual understanding of performance in the context of directorial practices.  |
| <b>LO4</b>                                  | use your knowledge of embodiment and wellbeing to support your praxis in the context of directorial practices.  |
| <b>Assessment 1</b>                         | You will be assessed through:   |
| <b>Type and Weighting</b>                   | <b><u>LO2, LO3, LO4 Continuous Observation (40%)</u></b>  |
| <b>Assessment Criteria for Assessment 1</b> | <p>In this assessment mode your assessors will be looking for:</p> <ul style="list-style-type: none"> <li>• A professional response to the dynamic commissioning process.</li> <li>• Evidence of a developed personal practice/praxis.</li> <li>• A clearly planned devising process.</li> <li>• An ability to critically analyse a given text in order to select themes and starting points to explore with a group of Level One students.</li> <li>• The application of aesthetic and compositional sensibilities.</li> <li>• Evidence of research and contextual understanding.</li> <li>• Ability to lead a group process</li> <li>• An awareness of the needs of the group, and individuals within the group, in the selection and facilitation of an appropriate Embodied Practice.</li> <li>• Selection of a relevant Embodied Practice to support the creative process.</li> <li>• A sustained commitment, awareness and presence demonstrated within your role as a director.</li> <li>• Effective and appropriate communication with the technical staff in the performance venue.</li> </ul> |
| <b>Assessment 2</b>                         | You will be assessed through:   |
| <b>Type and Weighting</b>                   | <b><u>LO1, LO2, Performance (40%)</u></b>   |
| <b>Assessment Criteria for Assessment 2</b> | <p>In this assessment mode your assessors will be looking for:</p> <ul style="list-style-type: none"> <li>• A demonstration of how the performance engages an audience on multiple levels.</li> <li>• The quality and presence of meaningful ideas within the work.</li> <li>• A considered articulation of various aspects of the performance.</li> <li>• Commitment and skill in the direction of the Level One performers to explore the material.</li> <li>• An ability to select, compose and direct the material brought to the devising in the final performance.</li> <li>• The aesthetic and compositional quality of the shaping of material for performance.</li> </ul>  |
| <b>Assessment 3</b>                         | You will be assessed through:   |
| <b>Type and Weighting</b>                   | <b><u>LO3 Viva Voce (20%)</u></b>   |

| <b>Assessment Criteria for Assessment 3</b>          | <p>In this assessment mode your assessors will be looking for:</p> <ul style="list-style-type: none"> <li>• An ability to effectively articulate and critically reflect on your artistic enquiry, process and working methodologies.</li> <li>• A critique of the role of Embodied Practice and Wellbeing within the creative process as a tool for sustaining creativity and energy.</li> <li>• A comprehensive knowledge of the practices, theories, artists and ideas influencing your work.</li> <li>• An ability to evaluate the strengths and weakness of the final performance</li> </ul>   |        |        |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
|--|--|--------|--------|--------|--------|-----|--|---|--|-----|---|---|--|-----|---|--|---|-----|---|--|--|
| <b>Alignment of Assessment and Learning Outcomes</b> | <table border="1" data-bbox="592 640 1187 815"> <thead> <tr> <th></th> <th>Mode 1</th> <th>Mode 2</th> <th>Mode 3</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>LO2</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>LO3</td> <td>X</td> <td></td> <td>X</td> </tr> <tr> <td>LO4</td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>  |        | Mode 1 | Mode 2 | Mode 3 | LO1 |  | X |  | LO2 | X | X |  | LO3 | X |  | X | LO4 | X |  |  |
|  | Mode 1   | Mode 2 | Mode 3 |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
| LO1  |  | X      |        |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
| LO2  | X  | X      |        |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
| LO3  | X  |        | X      |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
| LO4  | X  |        |        |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
| <b>Feedback</b>                                      | <p><b>Ongoing Feedback</b><br/>You will receive regular and immediate verbal feedback through weekly group and one-to-one tutorials. Mid-module, you will receive formative feedback on your work-in-progress evidenced in a sharing from a member of the module team.</p> <p><b>Mutually Constructed Feedback</b><br/>You will participate in a mutually constructed feedback tutorial with your tutor at the end of this module. This is an opportunity for you and your tutor to review your progress together and agree on the next steps for your development in the next module.</p> <p>This feedback provides an individualised and supportive review of your interim progress with detailed advice on recommended next steps.</p> <p>The process of mutually constructed feedback generates a co-authored written report.</p> <p><b>Peer Feedback</b><br/>Informal peer evaluation opportunities are built into all workshop delivery.</p> <p><b>Summative Grade</b><br/>The summative grade is a mode of feedback in this module.</p> |        |        |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |
| <b>Recommended Resources</b>                         | <p><b>Production Budget</b><br/>This module has a production budget.</p> <p><b>Materials</b><br/>You are expected to supply any materials required for individual or group making tasks which lie outside the parameters of the production budget.</p>   |        |        |        |        |     |  |   |  |     |   |   |  |     |   |  |   |     |   |  |  |

|                                      |   |
|--------------------------------------|---|
|                                      | <p><b>Travel</b><br/>You are expected to fund any travel required to the local venue/s.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Heron, J. (1999). <i>The Complete Facilitators Handbook</i> City: Kogan Page,</li> <li>• Savran, D; 1988, <i>Breaking The Rules: The Wooster Group</i>. New York: Theatre Communications Group</li> <li>• Quick, A; 2007, <i>The Wooster Group Workbook</i> London: Routledge</li> <li>• Graham S &amp; Hoggart S, 2014 <i>The Frantic Assembly Book of Devising Theatre</i>. London: Routledge</li> <li>• Etchells, T; 1999, <i>Certain Fragments: Contemporary Performance and Forced Entertainment</i> London: Routledge</li> </ul> |
| <p><b>Other Relevant Details</b></p> | <p>Please also note, there may be limited places for this core option due to the numbers of Level One students. If this is the case, a selection process will take place which involves Level Four students submitting a proposal for the module and attending a selection interview held by members of the module team.</p>  |
| <p><b>Next Steps</b></p>             | <p>n/a</p>  |