Module Specification

Module Title: Artistic Development – Self as Artist

Module code:	TBC	**NQF level:**	Level 4
Credit value:	20 credits	**Semester of study:**	1 and 2
Module type:	Compulsory	**Pre-requisites:**	None
Available to:	BA (Hons) Acting, BA (Hons) Actor Musician		

Module overview
Students begin the year with diagnostic activities to identify their artistic potential, strengths and weaknesses at point of entry before creating a plan for development. Each cohort establishes an ensemble as well as individual arts practice which they will develop and maintain throughout their training.

In understanding their creative potential, students engage in workshops with visiting artists, across disciplines, practically exploring their potential as performers and creatives. Practical exploration of the self, articulates with their own reflective practice and creative ensemble projects. Both of which encourage a creative output which is wholly original and personal to the artist.

Aims
Artistic development is a continuous process. For the purposes of structuring this within an academic framework, we host this at levels 4, 5 and 6 as a three-year process divided into three modules. In its most summative form students look to; understand themselves (Year 1), their industry (Year 2) and how the former will exist within the latter (Year 3).

This compartmentalisation is functional and allows teaching staff to present focused and appropriate module content. However, from the outset students are taught that their artistic development is a continuous and transitory process, beginning with training and infinite thereafter. This is an active approach to inspiring entrepreneurship, introducing the skills associated with establishing and maintaining an artistic portfolio career.

The aim of this Year 1 module is to:
• 	Introduce the student to the breadth of artistic possibilities across the performing arts spectrum.
• 	Provide a safe environment in which students can explore their creative potential as makers as well as performers.
• 	Encourage collaborative practice, the building of ensemble and synthesis of inter-disciplinary skill.
• 	Introduce the skills associated with evaluation, critical thinking and personal development planning.
• 	Enable the student to reflect on their development and that of their individual arts practice through the nurture of technology-based documentation.

Learning outcomes
On successful completion of this module, students will be able to:
1. Evidence an understanding of the arts practices that form their chosen performance industry.
2. Demonstrate an awareness of yourself as an artist and articulate your plans for development using appropriate documentation.
3. Apply the skills associated with reflection to your developing arts practice.

Learning and teaching methods

This module will be delivered through ensemble workshops, seminars, performance workshops, reflective writing, tutorials and 1-1s.

Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	80
Indicative hours of directed study	120
Total hours (100hrs per 10 credits)	200 hours

Opportunities for formative feedback

In practical workshops, formative feedback is continuously offered as part of an ongoing dialogue between tutor and student. Feedback from visiting practitioners is given to group in conclusion of each creative project task. This process allows for feedback/feedforward in the moment, when it is most valuable and impactful.

Week 2 in Semester 1, students meet with a mentor to have a timely dialogue about planned development through Year 1. Student and tutor will discuss acquisition of fundamental skills pre-training and agree areas of focused development. This tutorial informs the students decisions personal development planning and management of Independent Learning time.

A progress tutorial, in conclusion of Semester 1, presents an opportunity for student and mentor to reflect on progress in respect of personal development planning. Student and tutor will discuss any amendments to plans and identify any point of development/support needs with regards assessment.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Personal Development Plan	TBC	25%	1, 2
Reflective Portfolio – Summative Statement	TBC	75%	1, 2, 3

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Personal Development Plan	TBC	25%	1, 2
Reflective Portfolio – Summative Statement	TBC	75%	1, 2, 3

Indicative Reading List

- Arden P *It's not how good you are, it's how good you want to be*, (Phaidon, London, 2003)
- Burt, N. (2013). *Acting: Cut the Crap, Cue the Truth*. London: Oberon Books Limited.
- Cottrell, S. Skills for Success - *The Personal Development Planning Handbook* (Palgrave MacMillan, 2003)
- Cottrell, S. *Critical Thinking Skills – Developing Effective Analysis and Argument* (2nd Edition) (Palgrave MacMillan, 2005, 2011)
- Henry, M. (2008). *How to be a working actor the insider's guide to finding jobs in theater, film, and television*. England: Back Stage Books.
- Nyman, A. (2012). *Golden Rules of Acting*. London: Nick Hern Books.
- Parrish, D T Shirts and Suits: *A Guide to the Business of Creativity*, (Merseyside ACME, 2005)
- Tharp, T. *The Creative Habit – Learn it and use it for Life* (Simon & Schuster Paperbacks, 2006)

Websites:

- Billingham, Vicky (2008) Project Management: How to Plan and Deliver a Successful Project Abergele: Studymates
- Kusek, David, (2005) The Future of Music: Manifesto for the Digital Music Revolution London: Omnibus Press
- Nokes, Sebastian and Sean Kelly(2007) The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget Harlow: Prentice Hall
- Posner, Keith, (2008) Project Management Pocketbook Alresford: Management Pocketbooks
- Open University (2010) "Skills in Accessing, Finding and Reviewing Information", Safari, [online] Available from: http://www.open.ac.uk/safari/
- Cotterell, S. (2013) "Palgrave Study Skills", Palgrave Study Skills [online]. Available from: http://www.palgrave.com/skills4study/