

## Module Specification

**Module Title:** Acting Skills – Research for Performance

<b>Module code:</b>	HBAASH002	<b>NQF level:</b>	Level 4
<b>Credit value:</b>	20 credits	<b>Semester of study:</b>	1 and 2
<b>Module type:</b>	Compulsory	<b>Pre-requisites:</b>	None
<b>Available to:</b>	BA (Hons) Acting, BA (Hons) Actor Musician		

### Module overview

Within this module students will be introduced to a range of theatrical styles and genres, significant dramatic texts and key/seminal theatre practitioners who have contributed to the development of the artform.

Informed by academic research, student's will practically explore the range of genres and approaches to storytelling studied; creating work, developing informed opinions and a keen sense of their own professional potential in a range of performance contexts.

### Aims

This module is designed to develop student's knowledge of the history of the performing arts industry, providing context for the performance of existing texts and informing the development of new work. Students will develop personal research strategies, relevant to an actor's preparation for performance and the development of new work.

Academic content, delivered in a seminar setting, is used to inspire individual and/or ensemble creative responses through performance workshop.

The module aims to:

1. Further develop students' academic and research skills, introducing a scholarly approach to the creative process.
2. Understand dramatic text and genre developments in their social and political contexts.
3. Evaluate and analyse creative output of a range of key contributors.
4. Develop a process of creative response to a researched stimulus.

### Learning outcomes

On successful completion of this module, students will be able to:

1. Demonstrate a broad-based knowledge of theatre; including key contributors to the development of the artform.
2. Demonstrate the ability to create original narrative from scholarly research.
3. Present academic research which demonstrates the ability to develop lines of argument and support artistic opinion with scholarly evidence.

### Learning and teaching methods

This module will be delivered through group seminars, practical workshops, independent learning and self-led rehearsal.

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

Delivery type	Student hours
Indicative hours for learning and teaching activities	120
Indicative hours of directed study	80
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. This process allows for feedback/feedforward in the moment, when it is most valuable and impactful.

Throughout Semester 1, students present regular creative responses to research. Students receive tutor and peer-to-peer feedback on each performance presentation to ensure that they are full prepared for the assessed example in the middle of Semester 2. Should it be necessary to host a tutorial in Semester 1 in response to a concern over student performance, the tutor can arrange this directly.

### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Research portfolio	2000 words	30%	1, 3
Researched Performance Presentation	15 – 20 minutes	70%	2

### Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Research portfolio	2000 words	30%	1, 3
Researched Performance Presentation #	15 – 20 minutes	70%	2

In instances where an alternative/secondary performance for the affected group cannot be arranged, students will be given an equivocal performance assessment, typically solo pecha kucha presentation (6mins), which enables them to demonstrate attainment of Learning Outcome 2.

### Indicative Reading List available online