

## Module Specification

**Module Title:** Acting Skills: Movement in Context

<b>Module code:</b>	HBAASH006	<b>NQF level:</b>	Level 5
<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

The module will be delivered through practical workshops, technical classes, and rehearsal processes paralleling industry standards. Tutor lead sessions are practical and highly physical in nature, in order to allow learning to be experiential and the skills of Year 1 to be further developed in appropriate contexts. Students apply core movement techniques studied in Year 1 to rehearsal environments.

Students work autonomously in their independent learning time, engaging in a continuous reflective practice and task focused research activities.

### Aims

At Level 5, movement progresses from exploration of the student's own physicality and creative potential to project based work, using movement as a point of access to the creation of character and original narrative. Students movement classes explore text-based and improvised performance in their dedicated area of study.

Students continue developing fitness and stamina through conditioning classes. Dance and movement classes are content focused as students explore dance in the context of established repertoire and physical theatre rehearsal practices.

The module aims to:

1. Further students' ability to use movement techniques to create character and story.
2. Further enable students to develop their bodies as instruments of expression.
3. Establish students' ability to integrate movement work in moments of rehearsal and performance.
4. Broaden students' knowledge of movement driven rehearsal practices.
5. Broaden students' understanding of movement as a tool for devising new work.

### Learning outcomes

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

1. Demonstrate the ability to use physical theatre practices to create story.
2. Demonstrate the ability to develop character through physical exploration.
3. Evidence the ability to perform as part of a physical theatre ensemble, working collaboratively to realise an original piece of movement-based work.

### Learning and teaching methods

This module will be delivered through body conditioning, rehearsal workshops, devising seminars, independent learning, self-led rehearsal and feedback tutorials.

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

Delivery type	Student hours
Indicative hours for learning and teaching activities	144
Indicative hours of directed study	56
Total hours (100hrs per 10 credits)	200 hours

### Opportunities for formative feedback

Feedback from each rehearsal process will be given to support students in their work towards assessed performance. Tutors will provide a summary of feedback on the rehearsal process to inform progression.

Throughout classes and workshops, students will be encouraged to reflect on live and recorded movement work; allowing for an additional level of objectivity. The continuous nature of this feedback and development process allows for continued improvement and personal development. It also ensures students have the skills to independently prepare for final summative assessments before the end of Semester 2.

A progress tutorial, in conclusion of Semester 1, presents an opportunity for a timely dialogue between student and tutor regarding progress. Student and tutor will discuss use of movement skills in context and agree groups and content of material for performance assessment.

### Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Ensemble Performance	15 mins	100%	1, 2, 3

### Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Ensemble Performance #	15 mins	100%	1, 2, 3

# In instances where an alternative/secondary performance for the affected pairing cannot be arranged, students would be given an equivocal performance assessment, typically a devised, physical theatre solo performance from an agreed stimulus (10MINS), allowing for the assessment of Learning Outcomes 1, 2 and 3.

**Indicative Reading List available on the Conservatoire website**