

MDRM101 Performance Practices– Managing Student Performances

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

This practice-based module exposes course participants to the process of producing a student theatre performance in a collective and integrated manner. Through practice-based lectures, it will cover three focal phases of performance-making: a) Preparation, b) Devising, and c) Montage. In the 'Preparation' phase, course participants will experience conducting research and development as well as theme-generation techniques. The module will then go onto the 'Devising' phase, introducing performance-generation techniques towards a diversity of theatre styles/genres – an approach that can also be adopted when working on an extant script by a playwright. In both these phases, the candidates will have the role of workshop facilitators.

The module will move onto the 'Montage' phase, where, bringing together performance content that would have been created in the previous phases, participants will take the role of artistic directors while also providing their students with a high percentage of agency. The module closes with revisiting the organisational structure of a student performance: overseeing text, music, costumes, props, sets and scenography, make-up, special effects, auditions, rehearsals, production week, media coverage, documentation, and how to bring all these aspects together within a structured timeline. Along the module, course participants will also be guided in keeping a reflective journal of their work to complement and enhance the practice.

By the end of this module, the learner will be able to:

Competences

- a. Prepare for the start of a student performance process through a research and development phase;
- b. Collaborate with a team of educators and students to produce a performance;
- c. Produce (i.e. manage, administer, and organise) a student performance;
- d. Direct (in terms of artistic direction) a student performance;
- e. Create a strong team spirit among the cast, mainly through giving students agency (by delegating tasks) of their own performance production;
- f. Write a dramatic script, or structure devised content, towards a performance production.

Knowledge

- a. Identify a diversity of devising techniques for performance production.
- b. Recognise the potential of each student towards fulfilling a diversity of roles in a production (eg. stage manager; light designer; costume master; etc).
- c. Critically reflect on all aspects of a performance process through a continuous reflective journal.
- d. Recall and be able to implement health and safety measures.

Skills

- a. Apply theatre devising, montage and directing techniques;
- b. Lead on the development of performance content to students;
- c. Develop performance content;
- d. Direct a performance which draws on the skills of all the students involved;
- e. Prepare a training, rehearsal, and performance schedule.

Assessment Methods

This module will be assessed through: Performance Presentation and Reflective Journal

Suggested Readings

Core Reading List

1. Crook, P. B. (2016) *The Art and Practice of Directing for Theatre*. London and New York: Routledge.
2. Innes, C. (2013) *The Cambridge Introduction to Theatre Directing*. Cambridge: Cambridge University Press.
3. Ledger, A. J. (2019) *The Director and Directing: Craft, Process and Aesthetic in Contemporary Theatre*. London: Palgrave Macmillan.
4. Monday, M. (2017) *Directing with the Michael Chekhov Technique: A Workbook with Video for Directors, Teachers and Actors*. London: Bloomsbury.
5. Norburn, D. (2018) *Stage Management*. Wilshire: The Crowood Press.
6. Routledge Performance Archive <<https://www.routledgeperformancearchive.com/>>. Last accessed on 10/9/21.
7. Sidiropoulou, A. (2018) *Directions for Directing: Theatre and Method*. London and New York: Routledge.

Supplementary Reading List

1. Dobosiewicz, T. (2019) *Teaching Acting with Practical Aesthetics*. London and New York: Routledge.
 2. Fleming, M. (2017) (4th ed.) *Starting Drama Teaching*. London and New York: Routledge.
 3. Fleming, M. (2018) *The Art of Drama Teaching*. London and New York: Routledge.
 4. Fliotsos, A. and Medford, G. S. (eds.) (2018) *New Directions in Teaching Theatre Arts*, London: Palgrave Macmillan.
 5. Nichols, M. (2021) *The Drama Teacher's Survival Guide*. London: Bloomsbury, 2021.
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