

MODULE SPECIFICATION

1. KentVision Code and title of the module

NCA304 Theatre 3

2. Division and School/Department or partner institution responsible for the module

National Centre for Circus Arts

3. The level of the module

Level 6

4. The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

5. Which term(s) the module is to be taught in (or other teaching pattern)

Spring or Summer Term

6. Delivery of the module

6.1. Mode of study

In person

6.2. Campus(es) or centre(s) where module will be delivered

National Centre for Circus Arts

7. Prerequisite and co-requisite modules and/or any module restrictions

n/a

8. The course(s) of study to which the module contributes

BA (Hons) in Circus Arts

8.1. The module is compulsory for the following courses

BA (Hons) in Circus Arts

8.2. The module is optional for the following courses

n/a

9. A synopsis of the curriculum

This module draws together learning from academic and performance classes to introduce students to the practice of directing. Areas of study include the role of the director, performance as semiotics, critical viewing, interpretation and adaptation, rehearsal techniques, management, and collaboration. Students will each have the opportunity to direct a short piece, and to perform in one another's work.

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10. Contact Hours

Private Study: 96 hours

Contact Hours: 54 hours

Total: 150 hours

11. Learning and teaching methods

This module will be delivered via studio based physical coaching lessons and creative workshops

12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Develop a creative concept based on a text, theme or source material

12.2 Apply an understanding of style to adopt appropriate rehearsal processes

12.3 Understand the creative application of contextual research

12.4 Understand and imaginatively direct the multi-dimensional processes through which an audience decodes and constructs meanings

12.5 Observe and critically analyse directing choices made by other practitioners

13. The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Demonstrate an effective approach to collaborative work

13.2 Make informed evaluations of their own work and the work of others

13.3 Engage in creative problem solving and make appropriate decisions within complex and/or unpredictable situations

13.4 Demonstrate an approach to time and workload management consistent with that necessary for a self-employed artist

14. Assessment Strategy

14.1. Main assessment methods

Students will receive 3 grades, one for each of the following 3 elements. The final module grade is an average of these 3 grades given at the end of the 2nd term.

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1. Conceptual Presentation	33.3%
2. Presentation of Work in Progress	33.3%
3. Final presentation of finished piece	33.3%

How the assessment methods outlined above fit with the course assessment strategy?

Conceptual Presentation (33.3% of Term 2 grade)

This aligns with individual and small group seminar presentations and contributions in class, emphasising students' ability to articulate conceptual ideas and plans. It supports the strategy's goal of assessing students' understanding of artistic processes and their ability to communicate effectively. The conceptual presentation adds variety to the assessment types, catering to different learning styles and ensuring inclusivity. It provides an opportunity for students to showcase their creativity and critical thinking skills.

Presentation of Work in Progress (33.3% of Term 2 grade)

This aligns with practical performances and presentation of practical/creative work through public and/or in-class performances. It assesses students' ability to demonstrate their technical proficiency and creativity in the development stages of their work. Transparent criteria accompany the presentation of work in progress, promoting fairness and enabling students to understand expectations for their performance.

Final Presentation (33.3% of Term 3 grade)

This directly aligns with practical performances and presentation of practical/creative work through public and/or in-class performances. It evaluates students' ability to deliver a professional-level performance or presentation of their finished piece. The final presentation assesses the students' practical application of skills and knowledge acquired through the course, reflecting real-world challenges in the circus profession.

The three assessment elements align with the NCCA's assessment strategy, promoting a dynamic, inclusive and supportive learning environment. They provide students with opportunities to demonstrate their skills and understanding, receive timely feedback, and engage in reflective practice, ultimately supporting their development and success in the circus arts field.

15. Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

15.1. Module learning outcomes against learning and teaching methods

Module learning outcome	12.1	12.2	12.3	12.4	12.5	13.1	13.2	13.3	13.4
Studio Based Workshops and Rehearsals	x	x	x	x	x	x	x	x	

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Module learning outcome	12.1	12.2	12.3	12.4	12.5	13.1	13.2	13.3	13.4
Private study	x	x	x	x	x	x	x	x	x

15.2. Module learning outcomes against assessment methods

Module learning outcome	12.1	12.2	12.3	12.4	12.5	13.1	13.2	13.3	13.4
<i>Conceptual Presentation</i>	x		x	x				x	
<i>Work in Progress</i>	x	x	x	x	x	x	x	x	x
<i>Final Presentation</i>	x	x	x	x	x	x	x	x	x

16. Reading list

NCCA is committed to ensuring that core reading materials are available in the NCCA library or in electronic format available on Microsoft Teams.

The most up to date reading list for each module can be found on the specific module channel in TEAMS.

Bogart, A., *A Director Prepares*, London: Routledge, 2001

Clurman, H., *On Directing*, New York: Fireside, 1997

Mitchell, K., *The Director's Craft*, London: Routledge, 2008

Mitter, S., *Systems of Rehearsal*, London: Routledge, 1992

Whitmore, J. *Directing Postmodern Theatre*, Ann Arbor: University of Michigan Press, 1994

Inclusive module design

The National Centre for Circus Arts recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

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17. Partner College/Validated Institution

National Centre for Circus Arts

18. University Division responsible for the course

Division of Arts and Humanities

MODULE RECORD

All revisions for this module are recorded in the table below for student and staff information.

Date approved	New/ Material/ Major/ Minor revision	Start date of delivery of this version	Applies to new cohorts and/ or existing students	Sections revised (if applicable)