COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department: CASS

Programme: Performance and Theatre Arts

FHEQ **Level:** 6

Course Title: Theatre & Community II: London People's Theatre

Course Code: THR 6245

Course Leader: Dr. Michael Barclay

Student Engagement Hours: 120
Seminars/Practical Workshops 12
Screenings: 3
Field Trips: 5
Performances/Rehearsals: 25
Independent / Guided Learning: 75

Semester: Fall and/or Spring

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

During interactive workshop sessions, students explore the application of theatre in education and in the community, with reference to the principles of Forum Theatre and Invisible Theatre, as devised by Augusto Boal, and to the principles and discourses of Theatre in Education as innovated by Dorothea Heathcote. Students will practice a series of techniques during which devised theatre and story-telling are used as mechanisms for solving problems, and will have the opportunity to work as writers, performers, spectators and directors. Through a range of simple class activities students will explore the processes of these approaches to and uses of theatre, and in a series of guided practical assignments, will find their own ways to adapt or apply it to the needs and interests of the local community.

Prerequisites: THR 4110 or SCL 5200

Aims and Objectives:

The principal aim of this module is to enable students to discover and explore a variety of different approaches to theatre in the community and theatre in education, and to encourage them to adapt that knowledge in their thinking and writing to consider social problems or situations of their own choosing. A further aim is to develop and improve devising and collaborative play-making skills, through studying the approaches of a selection of theatre companies using these processes. In order to achieve this, the secondary aim is for students to research and make connections with groups or institutions in the local community and to create appropriate projects which link their academic work with the community, as part of the practical assessment of the course. An affective aim is for students to consider how theatre can be used as an educational and / or political tool and in what way they can apply this consideration when planning their own careers.

Programme Outcomes:

6A(iii),6B (ii),6B (iii), 6C(i), 6C(ii), 6D(i), 6D(iii), 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx

Learning Outcomes:
By the end of this course, successful students should be able to:

• Engage actively with the key texts, analyzing a range of information, demonstrating a comprehensive understanding of the major thinkers and core issues in theatre in education / community, including intercultural issues where appropriate and communicate this knowledge in the essay and critical report.

• Use a range of "starting" strategies to adapt themes or issues under discussion into games or improvisation ideas for use in workshops.

• Analyse and practice the basics of forum theatre techniques, and story-telling techniques, demonstrating the ability to gather and organise complex and abstract ideas, formulating arguments and expressing these effectively in writing and in performance.

- Demonstrate the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyze his or her own capabilities and appraise alternatives, in the process of producing the final practical project, and recording this process in the critical report.

- Demonstrate the ability to locate their own normative views and employ effective cross cultural and intercultural communication strategies.

Indicative Content:

- History of the emergence of Theatre in Education in Britain and Forum Theatre/ Invisible Theatre in America during the late 20th century

- Discourses applying these innovations and adaptations of drama in community theatre projects

- Production / creation of practical performance and story-telling performance projects in or in collaboration with the local area, in response to the knowledge base under scrutiny

Assessment:

This course conforms to the Richmond University Special Programme Assessment Norms for Theatre approved by Academic Council on 28 June 2012.

Teaching Methodology:

In the first half of the semester, through a series of lectures, workshops, screenings and literature reviews, students will make a study of the indicative content, and then carry this through to practical improvisations - interacting in group work exercises and experimenting with the approaches of forum theatre, storytelling and ensemble devising and play-making. Learning will focus around small-group tasks, including observation exercises, guided individual and small group improvisation exercises and workshops, small group and whole group presentations, reading and discussion tasks and peer-review tasks. During the 2nd half of the semester, students will undertake an extended practical project in which, in groups or singly, they create a piece of theatre or performance in or of *the community*, using the skills and knowledge they have acquired. They will reflect on this in the final Project Report.

Bibliography:
See syllabus for complete reading list

IndicativeTexts:

Boon, R. & J. Plastow, *Theatre and Empowerment: Community Drama on the World Stage.* Cambridge University Press, 2010.
Nicholson, H., *Theatre, Education and Performance*. Palgrave Macmillan, 2011.
Kershaw, B**.,** *The Politics of Performance*. Routledge, 1992.

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Major	Rewrite of Programme Outcomes	LTPC 30/5/14	
Major	Rewrite of Learning Outcomes	LTPC 30/5/14	
Minor	Updating of Indicative Texts	LTPC 30/5/14	