

MA Theatre Directing

HPTD7001 Directing Theory and Practice

Semester 1: 2021/22

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Module level	Credits
Level 7	30 Credits

Teaching Strategy

This module will combine independent research, study and exploration, along with regular tutorials and seminars with your module tutor. You will also have the opportunity to participate and lead practical workshop sessions as you explore, experiment and develop your ideas and practical theories.

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form.

Please refer to the anticipated learning outcomes when making your evaluation.

AIM(S)

- To engage with the demands and expectations of the theatre director working in the contemporary theatrical context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Deploy a systematic and comprehensive understanding of a range of creative practitioners and their impact upon contemporary directorial practices;
- Take a script, idea or artistic concept and develop those ideas to an advanced level;
- Demonstrate a systematic and comprehensive understanding of the mechanics of managing a rehearsal room;
- Demonstrate high levels of skill in developing a creative materials.

INDICATIVE CONTENT

- Prepare new directors for the demands and expectations of the contemporary theatre space;
- Critically examine different approaches to directing for the stage, looking at the work, for example, of Peter Brook, John Barton, Declan Donnellan, Katie Mitchell etc. alongside professional directors currently working in contemporary theatre;
- Research and critically examine a range of established acting practitioners such as Stanislavsky or Uta Hagen and creatively explore their impact upon contemporary work;
- Detailed script analysis and interpretation to inform the director's practice.

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent of 6000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

SCHEDULE OF ACTIVITIES

Over the academic year you will have meetings with your module tutor and subject specialist supervisor (if appropriate) to discuss your ideas and progress.

You will be set research tasks and be expected to present and discuss your findings within seminars and tutorials.

You should engage with professional directors and engage in primary research in order to develop your understanding of the subject – practically and academically.

You are encouraged to observe rehearsals – professional and student – in order to develop your ideas and theories.

Many of the sessions will be delivered as online session via ZOOM or TEAMS and you will be provided with timeslots as you work through each stage of your Project.

You are strongly encouraged to collaborate with other students in the Performing Arts Portfolio in order to develop your understanding of a 'creative team' dynamic.

If you cannot make a meeting, please let your tutor or supervisor know as soon as possible.

INDICATIVE READING LIST

Your reading list is on the MOODLE page and directs you to the library resources allocated to this module.

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers.
- Informal comments and responses to performances and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

Feedback will be returned on assessed work within 20 working days of submission.