

MODULE CODE: HPCP5003
TITLE: Site Specific Project
DATED: 16/03/2017

LEVEL: 5
CREDITS: 30

JACS CODE: W442

AIM(S)

- To extend students' knowledge and practical experience of larger scale performance practice beyond traditional spaces.
- To use research skills to distinguish and explore the unique properties of a site considering location, historical background, architecture and spatial context.
- To broaden practical and theoretical understanding of site-specific and site-responsive practices and their impact on creation, production and design.

LEARNING OUTCOMES

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

- conduct independent research on a site, and critically analyze its influence on devising, production and design.
- contribute effectively to the live performance of a contemporary performance, demonstrating considered application of appropriate performance skills and collaboration.
- draw upon relevant literature and experience to critically reflect and analyse work in the context of contemporary performance discourse.

INDICATIVE CONTENT

- Students will explore the process and practice of site-specific theatre with a view to creating a final performance piece. Students will be directly involved in the creation of theatre for a specific location, drawing inspiration not only from the environment in which the production is to be created but sometimes from additional related source material. Alternatively, the project might have no single moment of performance but take the form of an on- going dramatic exploration of the space recorded through photo-montage, film and other forms of documentation. On some occasions, alternative project briefs will be considered. Projects will take place in non-theatre spaces but their dramatic impetus will not necessarily spring from the particular location.

LEARNING AND TEACHING STRATEGY

This performance project draws on many of the elements that have been explored earlier in the programme and extends them further. Having explored their own relationship to contemporary performance practitioners, here they will work as an ensemble to create a performance that draws on their own creative contribution. The project will be directed by staff or a visiting professional so that the expectations of public performance are realised. After initial introductory workshops, the students will work intensively toward the realisation of the project aims, demonstrating a longer term commitment, development, and pursuit of depth in the material that they generate.

A lecture series will accompany the practical work which will extend and enrich the knowledge and understanding of a number of approaches to contemporary performance. The academic lectures and seminars will also focus on the application of suitable academic research methods and dissemination, as well as expectations of academic conferences. The students will be encouraged to critically reflect on their own work in relation to a number of theoretical lenses. Alongside practical work and lectures there will be study skills sessions, seminars and individual tutorials to support the work.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	90	30%
Independent learning	210	70%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Practical (approx. 10 mins/ student) – 50%

Students will be expected to take a significant and proactive role in the development of material for public performance. The project will be significant in scale to ensure that the credit weighting is justified.

Exemplar

Coursework (approx. 2500 words) - 50%

Students will document their process in a manner which demonstrates their personal interests and their discipline specific research. This will be presented in the form of a rationale or abstract which sets out the creative intention of the performer and the interpretation of the group work at the beginning of the rehearsal project, and will culminate in a longer analytical review of their own contribution. (Abstract 500 words, Paper 2,000 Words).

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): This module engages with concepts of self and identity, encouraging positive interpretation of, and interaction with culture, heritage and broader social issues. There is potential positive impact upon health, mental health and social cohesion.	

READING LIST

Module Code	HPCP5003	
Module Title	Site Specific Project	
Classification	Reading List entry	Electronic*
Essential	Pearson, M. In Comes I; <i>Performance, Memory and Landscape</i> . Exeter: University of Exeter Press, 2006.	☐
Essential	Shanks, M. Pearson, M. <i>Theatre/Archaeology: Disciplinary Dialogues</i> , London: Routledge, 2001.	☐
Essential	Storey, J. <i>Cultural Theory and Popular Culture: An Introduction 6th Edition</i> . Basingstoke: Palgrave Macmillan, 2011.	☐
Essential	Pearson M. <i>Site-Specific Performance</i> . Basingstoke: Palgrave Macmillan, 2010.	☐
Further	Hunter, V. (Ed), <i>Moving Sites; Investigating Site-Specific Dance Performance</i> . Abingdon: Routledge, 2015.	☐
Further	Lawson, B. <i>The Language of Space</i> . Oxford: Architectural Press, 2001.	☐
Further	Roms, H. <i>What's Welsh for performance?</i> Cardiff: Trance-Samizdat Press, 2008.	☐
Further	Studies in theatre and performance, Standing Conference of University Drama Departments, ejournal, Published Exeter : Intellect	☐