A picture containing drawing

Description automatically generated

*Costume Construction*

*Design for Performance*

*Lighting Design*

*Production Lighting*

*Prop Making*

*Scenic Painting for Stage and Screen*

*Set Construction for Stage and Screen*

*Sound Design and Production*

*Stage Management and Technical Theatre*

BA(Hons) Theatre Practice

PROGRAMME SPECIFICATION 2023/24

Table of Contents

[1 KEY INFORMATION 5](#_Toc146619663)

[2 PROGRAMME OVERVIEW 6](#_Toc146619664)

[2.1 Programme Overview 6](#_Toc146619665)

[**One programme with nine specialist courses** 6](#_Toc146619666)

[**Project Framing and Contextual Investigations** 7](#_Toc146619667)

[2.2 Educational Aims 7](#_Toc146619668)

[2.3 Programme Structure 9](#_Toc146619669)

[**Year 1 / Level 4** 9](#_Toc146619670)

[**Year 2 / Level 5** 9](#_Toc146619671)

[**Year 3 / Level 6** 9](#_Toc146619672)

[2.4 Learning and Teaching 11](#_Toc146619673)

[2.5 Assessment 11](#_Toc146619674)

[**Year 1 Units** 13](#_Toc146619675)

[**Year 2 and 3 Units** 13](#_Toc146619676)

[2.6 Placements 14](#_Toc146619677)

[**Disclosure And Barring Service** 14](#_Toc146619678)

[2.7 Learning Outcomes 15](#_Toc146619679)

[3 UNITS 17](#_Toc146619680)

[Introduction To Theatre Practice - Unit 1 18](#_Toc146619681)

[**Aims** 18](#_Toc146619682)

[**Learning Outcomes** 18](#_Toc146619683)

[**Transferable Skills Developed** 18](#_Toc146619684)

[**Indicative Unit Content** 19](#_Toc146619685)

[**How You Learn** 19](#_Toc146619686)

[**Assessment Summary** 20](#_Toc146619687)

[**Assessment Deadlines and Notes** 20](#_Toc146619688)

[**Assessment Criteria** 20](#_Toc146619689)

[Text Analysis – Unit 2 21](#_Toc146619690)

[**Aims** 21](#_Toc146619691)

[**Learning Outcomes** 21](#_Toc146619692)

[**Transferable Skills Developed** 21](#_Toc146619693)

[**Indicative Unit Content** 21](#_Toc146619694)

[**How You Learn** 22](#_Toc146619695)

[**Assessment Summary** 23](#_Toc146619696)

[**Assessment Deadlines and Notes** 23](#_Toc146619697)

[**Assessment Criteria** 23](#_Toc146619698)

[Developing Your Creative Practice – Unit 3 24](#_Toc146619699)

[**Aims** 24](#_Toc146619700)

[**Learning Outcomes** 24](#_Toc146619701)

[**Transferable Skills Developed** 24](#_Toc146619702)

[**Indicative Unit Content** 24](#_Toc146619703)

[**How You Learn** 25](#_Toc146619704)

[**Assessment Summary** 25](#_Toc146619705)

[**Assessment Deadlines and Notes** 25](#_Toc146619706)

[**Assessment Criteria** 26](#_Toc146619707)

[Practitioner 1 – Unit 4 27](#_Toc146619708)

[**Aims** 27](#_Toc146619709)

[**Learning Outcomes** 27](#_Toc146619710)

[**Transferable Skills Developed** 27](#_Toc146619711)

[**Indicative Unit Content** 27](#_Toc146619712)

[**How You Learn** 28](#_Toc146619713)

[**Assessment Summary** 29](#_Toc146619714)

[**Assessment Deadlines and Notes** 29](#_Toc146619715)

[**Assessment Criteria** 30](#_Toc146619716)

[Practitioner 2 – Unit 5 31](#_Toc146619717)

[**Aims** 31](#_Toc146619718)

[**Learning Outcomes** 31](#_Toc146619719)

[**Transferable Skills Developed** 31](#_Toc146619720)

[**Indicative Unit Content** 31](#_Toc146619721)

[**How You Learn** 32](#_Toc146619722)

[**Assessment Summary** 33](#_Toc146619723)

[**Assessment Deadlines and Notes** 33](#_Toc146619724)

[**Assessment Criteria** 34](#_Toc146619725)

[Practitioner 3 – Unit 6 35](#_Toc146619726)

[**Aims** 35](#_Toc146619727)

[**Learning Outcomes** 35](#_Toc146619728)

[**Transferable Skills Developed** 35](#_Toc146619729)

[**Indicative Unit Content** 35](#_Toc146619730)

[**How You Learn** 36](#_Toc146619731)

[**Assessment Summary** 37](#_Toc146619732)

[**Assessment Deadlines and Notes** 37](#_Toc146619733)

[**Assessment Criteria** 38](#_Toc146619734)

[Professional Development Task 1a: Practical Task – Unit 8a 39](#_Toc146619735)

[**Aims** 39](#_Toc146619736)

[**Learning Outcomes** 39](#_Toc146619737)

[**Transferable Skills Developed** 40](#_Toc146619738)

[**Indicative Unit Content** 40](#_Toc146619739)

[**How You Learn** 40](#_Toc146619740)

[**Assessment Summary** 41](#_Toc146619741)

[**Assessment Deadlines and Notes** 41](#_Toc146619742)

[**Assessment Criteria** 42](#_Toc146619743)

[Professional Development Task 1b: Extended Essay – Unit 8b 43](#_Toc146619744)

[**Aims** 43](#_Toc146619745)

[**Learning Outcomes** 43](#_Toc146619746)

[**Transferable Skills Developed** 43](#_Toc146619747)

[**Indicative Unit Content** 43](#_Toc146619748)

[**How You Learn** 44](#_Toc146619749)

[**Assessment Summary** 45](#_Toc146619750)

[**Assessment Deadlines and Notes** 45](#_Toc146619751)

[**Assessment Criteria** 45](#_Toc146619752)

[Professional Development Task 2 – Unit 9 46](#_Toc146619753)

[**Aims** 46](#_Toc146619754)

[**Learning Outcomes** 46](#_Toc146619755)

[**Transferable Skills Developed** 46](#_Toc146619756)

[**Indicative Unit Content** 47](#_Toc146619757)

[**How You Learn** 47](#_Toc146619758)

[**Assessment Summary** 48](#_Toc146619759)

[**Assessment Deadlines and Notes** 48](#_Toc146619760)

[**Assessment Criteria** 48](#_Toc146619761)

[Future Practice – Unit 10 49](#_Toc146619762)

[**Aims** 50](#_Toc146619763)

[**Learning Outcomes** 50](#_Toc146619764)

[**Transferable Skills Developed** 50](#_Toc146619765)

[**Indicative Unit Content** 50](#_Toc146619766)

[**How You Learn** 50](#_Toc146619767)

[**Assessment Summary** 51](#_Toc146619768)

[**Assessment Deadlines and Notes** 51](#_Toc146619769)

[**Assessment Criteria** 51](#_Toc146619770)

[4 READING LIST 53](#_Toc146619771)

[**Introduction to Theatre Practice** 53](#_Toc146619772)

[**Text Analysis** 53](#_Toc146619773)

[**Developing Your Creative Practice** 53](#_Toc146619774)

[**Practitioner 1** 53](#_Toc146619775)

[**Practitioner 2** 53](#_Toc146619776)

[**Practitioner 3** 54](#_Toc146619777)

[**Professional Development Task 1a: Practical Task** 54](#_Toc146619778)

[**Professional Development Task 1b: Extended Essay** 54](#_Toc146619779)

[**Professional Development Task 2** 55](#_Toc146619780)

[**Future Practice** 55](#_Toc146619781)

# **KEY INFORMATION**

|  |  |
| --- | --- |
| **Award Title** | Theatre Practice |
| **Award Aim** | BA(Hons) Theatre Practice, 360 credits |
| **Possible Exit Awards** | BA Theatre Practice (non-honours), 300 credits  Diploma of Higher Education, 240 credits  Certificate of Higher Education, 120 credits |
| **Awarding Body** | University of London |
| **Mode(s) of Study** | Full-time |
| **Full Length of Study** | 3 years |
| **Admissions Requirements** | Our standard academic entry requirements range between 120 and 64 UCAS tariff points. You can see how many tariff points your qualifications would gain on the UCAS Tariff Calculator. International qualifications and others not covered within the UCAS tariff can also be accepted. Please email us if you need further clarification. |
| **Location of Study** | London, UK |
| **Professional Accreditation** | None |

# **PROGRAMME OVERVIEW**

## Programme Overview

**One programme with nine specialist courses**

You will specialise in one aspect of theatre and performance practice, working alongside students from each of the other courses, enabling you to engage with and understand the collaborative work of theatre practice. The specialist courses are:

**Costume Construction** – A subject that has evolved into a craft which requires the making of garments suited to the modern body, while achieving the correct shape and silhouette for a given era and design. As part of the production team, costume constructors work with the costume designer to interpret the brief and create costumes and accessories to the level of finish expected by contemporary audiences. You will develop an understanding of how costume needs to behave for its performance purpose and how to apply correct materials and processes in order to successfully interpret the design.

**Lighting Design** – Lighting designers need to be comfortable with both aesthetics and technology. Lighting design training begins with practical projects in our well-equipped studios and proscenium performance spaces. This is linked to a rigorous investigation of the design process, enabling lighting designers to develop their own design style. It is also possible to work with unconventional equipment on site specific projects, and to investigate architectural lighting and video projection.

**Production Lighting** – Concentrates on the realisation of performance lighting, from working with a Lighting Designer to specify a lighting system, through managing the procurement and installation of that system, programming and plotting lighting states, maintaining the system when the designer leaves, and eventually loading out. The Production Lighting (Prod LX) programme begins with a solid foundation of safe working with electricity and working at height, and includes an introduction to video projection.

**Prop Making** – In all areas of the theatre, film, television and advertising industries, prop makers are required to respond innovatively to design briefs, to produce high quality outcomes, through rigorous research, analysis, experimentation and development of skills. Imagination and an understanding of aesthetics, as well as technical skills, are essential to the development of a prop maker on the programme enabling the production of high quality outcomes.

**Scenic Painting for Stage and Screen**– In all areas of the entertainment industry, including theatre, video, television and film, the Scenic Painter creates the painted and textural elements of the design to specifications agreed with the Set Designer or Art Director. You will develop skills in research, analysis and interpretation, and a high level of technical competence in drawing, painting, colour theories and working to scale, as well as a comprehensive knowledge of materials and their application.

**Set Construction for Stage and Screen** – Skilled in carpentry, structural design, metal work and mechanical engineering, Set Constructors are principally problem solvers who use ideas and solutions drawn from all aspects of engineering and industrial practice. Constructors learn to be independent and resourceful, and develop specific craft skills to the high professional level required to meet design briefs. Increasing use of automated stage technologies and computer generated cutting tools require a use of software as well as hand and mechanical tools in the workshop and stage environment.

**Design for Performance** – Set and Costume Design is a creative discipline involving imagination, the intellect and many skills in conceptualising and realising the visual environment for performance. The theatre designer is responsible for the visual realisation of theatre production, employing technical, communicative and managerial skills with resourcefulness, intellectual rigour and energy. Designers work with other theatre disciplines in production teams, in order to understand, respect and work effectively with all the people that you are likely to meet in professional practice.

**Sound Design and Production** – The art of creating and controlling the total sonic environment of live performance, as an integral part of the dramatic narrative, is the most rapidly developing of the specialist theatre disciplines. Using the latest digital technologies, this programme explores the textures, subtleties and power of sound and music as part of the live theatre experience.

**Stage Management and Technical Theatre** – This course enables students to learn hands-on skills and techniques from a range of technical and production areas of theatre performance, within the basis of management and broader technical responsibilities. The broad first year foundation enable choice of a career in theatre production; whether as a multi-skilled theatre maker, or build specialist abilities such as deputy stage manager, rigging, prop sourcing, technical drawing or show-calling. Opportunites to work on a range of scales of work enable an understanding of the variety of professional roles available. Building on core knowledge of stage management, stage technologies, lighting, and sound, the flexible course structure then enables students to tailor their learning experiences to suit their ambitions.

**Project Framing and Contextual Investigations**

Good theatre-making relies on each participant’s ability to research text, background and practices, and then to share ideas and information with collaborators. Support for rigorous thinking, contextual and interdisciplinary study and presentation skills is embedded throughout the whole BATP programme. One of the structured places where you will be introduced to a range of ideas about theatre and performance is the Project Framing and Future Practice programmes, running through all three years. These programmes include lectures, workshops, visits, seminars from visiting professionals and practitioners, and student group discussions. They help you build a better understanding of the wider industry, your practice foregrounded against the historical and contemporary background and how this informs your praxis.

## Educational Aims

The aims of the BA (Hons) in Theatre Practice are to:

* Develop an understanding of a complex body of knowledge related to the disciplines of theatre practice.
* Develop analytical techniques and problem-solving skills that can be applied in many types of employment.
* Develop the ability to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

The programme aims to develop reflective professionals, equipped as specialists in their discipline, able to manage themselves and others in the fast-evolving field of live performance. There is a high level of student ownership and learning from a diverse range of project and production activities. The programme provides a safe environment in which experimentation, innovation and creativity are highly valued as part of the learning process. In particular, the programme aims to develop:

* **Professional Competence** - to develop, channel and interrogate your skills and critical understandings of a specific theatre discipline to a professional level. You will be confident in your professional role and responsibilities, able to work creatively with a good knowledge of the wide range of working contexts.
* **Engaging theory with practice (praxis)** - to put theory into practice means to use the research you have undertaken, applied to the theory related to your Course and find practical ways of using that theory.
* **Teamwork and Interdisciplinary Collaborative Practice** - to learn from collaborations from other specialist disciplines within and outside the programme. You will use your specialist skills creatively to solve problems for yourself and your colleagues.
* **Management and Leadership skills** - to develop your skills so you can get the most out of yourself and your team. These skills are gained by expanding your knowledge of your professional context and are developed through your practical experience on the programme.
* **Interpersonal and Communication skills** - to develop your confidence in communicating creatively, documenting and presenting ideas, concepts and information with a broad range of people working within the field of performance and live events. You will learn to give and receive constructive feedback so that the work you create continues to develop.
* **Career and Personal Development** - to develop as a life-long learner (that is to find ways of continuing to learn long after your time on the programme ends), able to self-appraise, identify goals and work independently. To develop strategies for Personal Development Planning while on the programme, that will become helpful strategies in furthering your career.

## Programme Structure

The BA (Hons) Programme is a 3-year full-time degree. Study is arranged in three 10-week terms. The degree offers 120 credits at each of Levels 4, 5 and 6 (1st, 2nd and 3rd year). The degree is broken down into units providing opportunities for on-going development. Individual study specialisms develop as the programme progresses. Units vary in form and structure and include practical sessions, lectures, seminars, workshops, large and small-scale production activity, and small group projects.

**Year 1 / Level 4**

**Autumn**

Unit 1:  
Introduction to Theatre Practice**Spring**

Unit 2:  
Text Analysis**Summer**

Unit 3:  
Developing Your Creative Practice

Year One establishes a common understanding of production and performance practices, taking a broad view of the processes that are involved. You will also develop an understanding of the wider context in which your praxis in placed, within the cultural industries. By the end of the year, you will develop a sound knowledge of the basic skills and concepts of your discipline and will have learnt how to take different approaches to solving problems, applying what you have learnt with some independence in a range of production settings.

All units in Year One are marked pass or fail.

**Year 2 / Level 5**

**Autumn**

Unit 4:  
Practitioner 1**Spring**

Unit 5:  
Practitioner 2**Summer**

Unit 6:  
Practitioner 3

By the end of Year Two, you will have a sound understanding of the principles and practice of your praxis and will have learnt how to apply these principles in a range of production and performance contexts. You will be able to evaluate different approaches to solving problems and will have technical skills appropriate for entry-level positions in your chosen discipline. You will have developed an understanding of your responsibilities to the wider cultural industry and be able to operate independently within given guidelines.

You will work with less reliance on staff-managed and timetabled activities, compared to Year One. Assignments will offer a greater degree of challenge than the projects you did in Year One. You will spend more of your time working as an individual and as a member of production teams in both college-based and off-site productions. To meet the challenges posed by each assignment, you will need to be self-reliant and maintain a disciplined approach to time-management and prioritise the most important elements of your workload.

**Year 3 / Level 6**

The first two years of the programme will have provided you with a broad and secure base from which to approach the final year. You will have experienced the process of production and performance from a variety of different perspectives and developed an appropriate praxis. You will be experienced in working to deadlines, working effectively within resource constraints and have met the exacting demands of working productively within the collaborative processes of theatre-making. Although you will have studied a specific discipline, you will have a clear understanding and appreciation of the other disciplines that contribute to the making of performance and how each of these disciplines informs the others.

By the end of Year Three, you will have developed an understanding of the complexities of your praxis and how to reflect in order to develop yourself. This will be an ongoing discipline, within your professional life. Through this, you will be able to analyse and evaluate what techniques or strategies to apply in a wide range of production or performance contexts.

**Developing throughout Autumn and Spring**

Unit 10: Future Practice

**Autumn**

Unit 8a:  
Professional Development Task 1a: Practical Task

OR

Unit 8b:  
Professional Development Task 8b: Extended Essay

OR

Unit 9:  
Professional Development Task 2**Spring**

Unit 8a:  
Professional Development Task 1a: Practical Task

OR

Unit 8b:  
Professional Development Task 8b: Extended Essay

OR

Unit 9:  
Professional Development Task 2**Summer**

Complete Unit 10:  
Future Practice

## Learning and Teaching

The programme features a number of learning and teaching styles. Sessions are led by course teams, guest lecturers and tutors, and visiting professionals. Emphasis is placed on your own interaction with the challenges and opportunities which the programme provides, and you are expected to develop an independent and self-directed approach to your studies and praxis, which will serve you in your continuing professional development as a lifelong learner. The teaching and learning methods used, to enable these outcomes to be achieved and demonstrated, are:

* Studio teaching
* Lectures and workshops
* Professionals masterclasses
* Seminars
* Group and one-to-one tutorials
* Online remote sessions
* Tutor and peer supervised production work.

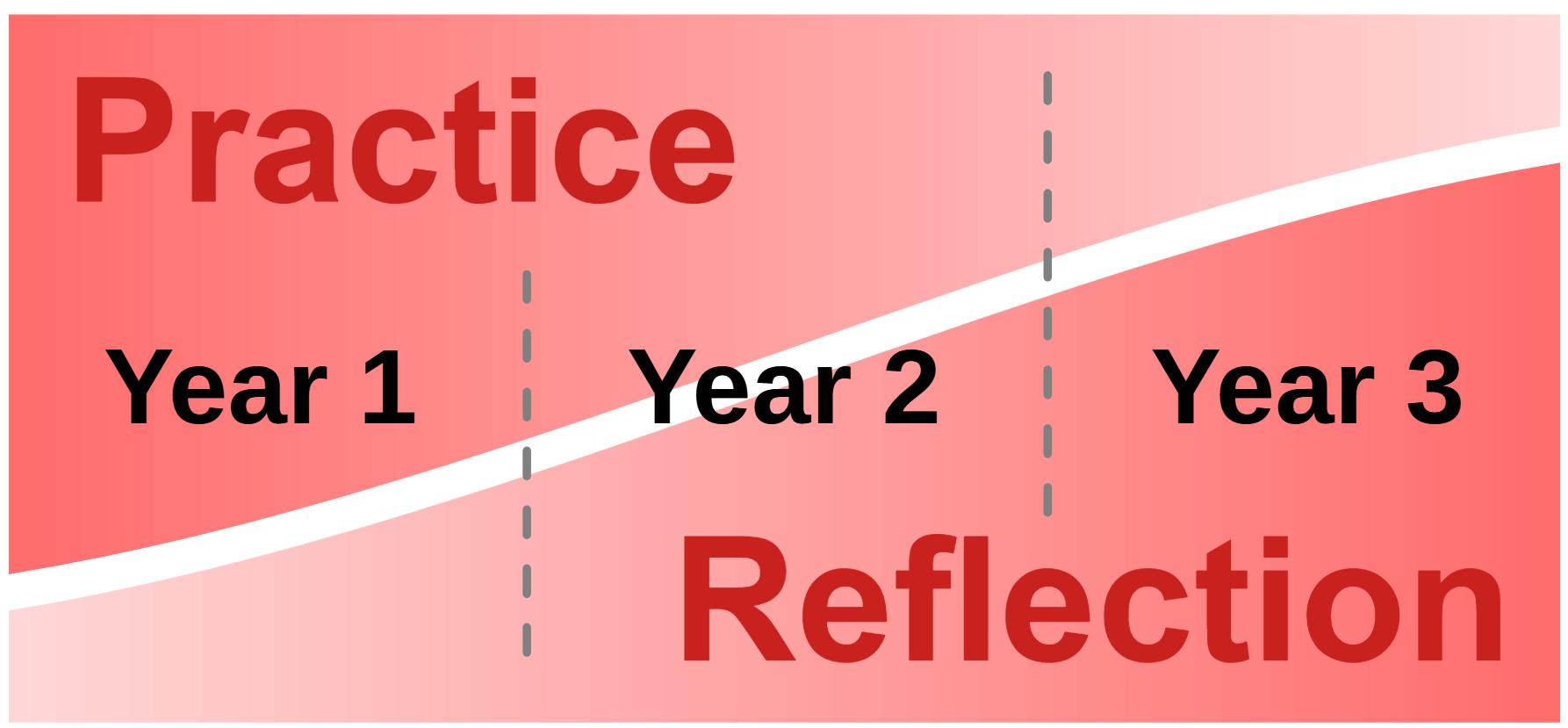
## Assessment

**Assessment Progression**

As you progress through the course, the focus of assessment shifts as your competence grows. In the first year, much of the assessment focuses on your hands-on practice, as you learn new skills and techniques. You are also encouraged to start learning how to reflect on your practice.

In the second year, the balance shifts, so that you are assessed equally on both your practice and your ability to reflect on it.

In the third year the balance shifts again, such that you are assessed on your ability to assimilate your practice and your intellectual engagement with the contemporary issues, and reflect on it.



**Assessment Tasks**

Each unit has assessment tasks, with a ‘magnitude’ (i.e. amount or size of task) which will allow you the opportunity to show that you have achieved the learning outcomes of the degree.

The form of assessment will include:

* Reflective Assessment (as explained in BATP Reflective Assessment Handbook)
* Practice Assessment (the demonstration of particular skills and practices)
* Presentations

Summative feedback is given after formal assessment tasks in written or verbally. Also, formative feedback is given throughout the programme; for example, in studio teaching sessions. You will be continually receiving feedback and should consider how you capture that for your own reflection and development. The forms of feedback will include the following at different stages of your units and across the years:

* Written Feedback
* Group tutorials
* One to one tutorials
* Verbal feedback in studio teaching
* Emails or verbal feedback from Visiting Professionals
* Peer to peer feedback

**Assessment Criteria**

Assessment criteria show what you will need to demonstrate to successfully achieve the Learning Outcomes through the assessment tasks.

Assessment Criteria enable assessors to make informed judgements on the level to which the Learning Outcomes have been achieved. Your work is assessed through the following criteria:

* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems)
* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry
* Progress in relevant practice-based techniques and skills
* Taking creative risks, as appropriate
* Appreciation of the uncertainty of knowledge
* Self-reflection
* Effective use of research
* Communication (of, for example, ideas and concepts)
* Successful collaborative skills
* Successful autonomous processes

Not all Assessment Criteria will apply to each unit, but all Assessment Criteria will be incorporated at some point within the degree.

**Assessment Descriptors**

Assessment descriptors indicate the level to which you have achieved the learning outcomes and, therefore, the unit. Most of the assessment descriptors will be within the grade level that the assessed work is awarded.

Each unit within the degree has a selection of learning outcomes which are directly drawn from the overall degree learning outcomes. Each unit has formal assessment tasks - with a ‘magnitude’ (i.e. amount or size of task) - which will give you the opportunity to demonstrate that you have achieved the learning outcomes of the unit. Assessment descriptors are directly linked to the assessment criteria and indicate the level you have reached and therefore the level to which you have achieved the learning outcomes (and the mark awarded to the unit therefore).

**Reflective Assessment Styles and Magnitude**

Throughout your degree, much of your learning and achievements will be assessed through Reflective Assessments. These relate your practice (your applying, making and doing) to your reflection (your thinking, analysis and understanding).

There are four Styles of Reflective Assessment, which aim to be inclusive by design. You are often permitted to choose which Style to submit your Reflective Assessment in, with guidance from your tutors. This enables you to articulate your learning in a mode of communication that suits you.

The four Styles are:

* **Written** – primarily writing
* **Visual** – primarily imagery (photographs, drawings, diagrams, etc.)
* **Audio-Visual** – primarily recoded audio or video content
* **Presentation** – primarily live presentation

The magnitude (quantity of writing, images, presentation time, etc.) for a Reflective Assessment is as follows:

**Year 1 Units**

**Written**

Maximum:

* 3000 words
* 20 images
* 3 minutes AV

**Visual**

Maximum:

* 100 images
* 1000 words
* 3 minutes AV

**Audio-Visual**

Maximum:

* 20 minutes AV
* 1000 words
* 20 images

**Presentation**

Maximum:

* 20 minutes presentation
* 1000 words
* 20 image

**Year 2 and 3 Units**

**Written**

Maximum:

* 4500 words
* 30 images
* 4.5 minutes AV

**Visual**

Maximum:

* 150 images
* 1500 words
* 4.5 minutes AV

**Audio-Visual**

Maximum:

* 30 minutes AV
* 1500 words
* 30 images

**Presentation**

Maximum:

* 30 minutes presentation
* 1500 words
* 30 images

More information on Reflective Assessment Styles and magnitude is available from tutors and the BATP Reflective Assessment Handbook.

## Placements

You will generally undertake at least one external placements or work-based learning in either 2nd or 3rd year, meaning you may undertake project work in professional settings external to the School.

Such external settings would normally be capped at two (exceptionally, three). These are closely negotiated with tutor and external host prior to completing the School’s formal placement paperwork. As well as covering areas of insurance and other related matters whilst off site, this system also ensures relevant feedback. Most students on the programme undertake one external placement project in either the 2nd or 3rd year, or two in the 3rd year.

Placements are normally for no more than 7 weeks, involving approximately 18-24 hours per week of activity.

**Disclosure And Barring Service**

BATP programme courses do not require students to undergo a DBS check for registration on the programme. However, depending on context, some placements may require a check later in the course. The results of the check may restrict the placement or work-based learning opportunities that are available to you.

All scheduled academic activities for your programme will normally take place within the School’s published term dates. Exceptionally, your attendance may on occasion be required between terms – for example, when a meeting with the director of a public production on which you are working cannot take place during the preceding term. In such cases, you will notified at least 4 weeks prior to the start of the vacation concerned.

## Learning Outcomes

Learning outcomes set out what a student is expected to learn by taking the degree. Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning which the programme provides. If you successfully complete the BA Theatre Practice programme at Central:

You will obtain a **knowledge and understanding** of:

* The responsibilities of your role and how it relates to other roles [A1].
* The relationship between theory and practice in your relevant field of Theatre Practice [A2].
* Historical, conceptual and critical frameworks in relation to Performance [A3].

You will develop **thinking skills** that will enable you to:

* Creatively solve problems to further independent and collaborative work [B1].
* Plan and undertake rigorous independent research [B2].
* Experiment, interrogate, analyse and create new models [B3].

You will develop **practical skills** that will enable you to:

* Apply relevant specialist skills of technique, craft and associated technologies [C1].
* Document and present your work [C2].
* Practice and apply health and safety considerations rigorously and consistently in your work [C3].
* Demonstrate effective time management and organisational skills [C4].
* Contribute effectively to the needs of a given production or performance as an individual and as a member of a team [C5].
* Work to current working practice in your discipline and its associated technologies [C6].

You will develop the broader **life skills** that will enable you to:

* Evaluate your personal development through a process of reflection and self-appraisal [D1].
* Develop strategies for lifelong learning [D2].
* Communicate effectively and actively collaborate with others to achieve common goals [D3].
* Utilise Information technology creatively [D4].

Conceptualise, develop and implement creative project management in speculative and realised contexts [D5].

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Units: | 1 | 2 | 3 | 4 | 5 | 6 | 8a | 8b | 9 | 10 |
|  | |  | Intro to Theatre Practice | Text Analysis | Developing Creative Practice | Practitioner 1 | Practitioner 2 | Practitioner 3 | Professional Development 1a | Professional Development 1b | Professional Development 2 | Future Practice |
| **You will obtain knowledge and understanding of:** | | | | | | | | | | | | |
| **A1** | the responsibilities of your role and how it relates to other roles | |  |  | X | X | X |  |  |  |  | X |
| **A2** | the relationship between theory and practice in your relevant field of Theatre Practice | |  |  |  |  |  | X | X | X |  |  |
| **A3** | historical, conceptual and critical frameworks in relation to performance | |  | X |  |  | X |  |  | X |  |  |
| **You will develop thinking skills that will enable you to:** | | | | | | | | | | | | |
| **B1** | creatively solve problems to further independent and collaborative work | |  | X |  |  | X | X | X |  |  |  |
| **B2** | plan and undertake rigorous independent research | | X |  |  | X |  |  |  | X |  | X |
| **B3** | experiment, interrogate, analyse and create new models | |  |  |  |  |  |  |  |  | X |  |
| **You will develop practical skills that will enable you to:** | | | | | | | | | | | | |
| **C1** | apply relevant specialist skills of technique, craft and associated technologies | | X | X | X | X | X |  | X |  | X |  |
| **C2** | document and present your work | | X | X | X | X |  |  | X | X | X | X |
| **C3** | practice and apply health and safety considerations rigorously and consistently in your work | | X | X | X |  |  |  | X |  | X |  |
| **C4** | demonstrate effective time management and organisational skills | | X | X | X |  |  | X | X | X | X |  |
| **C5** | contribute effectively to the needs of a given production or performance as an individual and as a member of a team | |  | X | X |  | X |  | X |  | X |  |
| **C6** | work to current working practice in your discipline and its associated technologies | |  |  |  |  |  | X | X | X | X |  |
| **You will develop broader life skills that enable you to:** | | | | | | | | | | | | |
| **D1** | evaluate your personal development through a process of reflection and self-appraisal | | X |  |  |  |  |  |  |  | X | X |
| **D2** | develop strategies for lifelong learning | |  |  | X |  |  | X |  |  |  |  |
| **D3** | communicate effectively and actively collaborate with others to achieve common goals | | X |  |  | X |  |  | X |  |  |  |
| **D4** | utilise Information technology creatively | |  |  |  |  |  |  |  |  |  | X |
| **D5** | conceptualise, develop and implement creative project management in speculative and realised contexts | |  |  |  |  |  |  |  |  | X |  |

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| UNITS |

**Introduction To Theatre Practice - Unit 1**

Level: 4Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: The Programme Team

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: None

**Aims**

* Develop new knowledge of London by exploring a range of cultural institutions and archives
* Explore the nature of performance through scheduled digital performances
* To develop course specific skills
* To develop an understanding and respect of the roles of your peers on the project team
* Understanding the rigour that informs performance making
* To develop a greater understanding of rehearsal, production and performance protocols and procedures
* To develop your ability to work creatively within defined constraints, including those of budget, time and space.

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Developed thinking skillsthat will enable you to:

* B2 - plan and undertake rigorous independent research

Developed the broader life skills that will enable you to:

* D1 - evaluate your personal development through a process of reflection and self-appraisal
* D3 - communicate effectively and actively collaborate with others to achieve common goals

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C2 - document and present your work
* C3 - practice and apply health and safety considerations rigorously and consistently in your work
* C4 - demonstrate effective time management and organisational skills

**Transferable Skills Developed**

Analytical and critical thinking, communication, research and presentation skills.

**Indicative Unit Content**

To begin the term students work together as a complete cohort being introduced to assessment, research and contextual investigation, as well as viewing performances, archives, gallery and museum collections with opportunities to discuss and critique.

The term will include short collaborative projects in which you will work with peers from across BA Theatre Practice courses. These projects are focused on building your confidence and abilities in areas including collaboration, experimentation, research and presentation. During this time you will also take part in practical classes and other course specific activity.

Students also undertake an intensive two week programme of course specific specialist skills associated with your chosen course.

As part of this unit, you will undertake three formally assessed activities, including two formally assessed group projects:

1. a contextual research task investigating a key creative practitioner and concluding with a group presentation of your findings to the rest of the year group
2. a practical research task (praxis), creating and showing a performative installation. You will receive feedback on this from academic staff.
3. Course Specific Practice on an individual basis. You will need to gather evidence for this assessment throughout the term. Details of this assessment will be given to you by your Course Tutor early in the term.

**How You Learn**

* Lectures and presentations from staff and visiting practitioners
* Gallery and museum collections, archives and performance viewings
* Student-led group work
* Staff-led seminars and workshops
* Critical debates and group discussions
* Peer teaching
* Tutorials

**Assessment Summary**

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| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Group Presentation on Contextual Research. | 5 minutes presentation, plus 5 minutes of feedback. | Pass / Fail |
| Element 2 :  Group Practical Research,  4 week project, collaboratively producing a performative installation. | Installation.  Guidance will be given by course tutors. | Pass / Fail |
| Element 3:  Course Specific Practice. | Up to 12 items, defined by course tutors. | Pass / Fail |

**Assessment Deadlines and Notes**

Elements 1 and 2: you will be notified of assessment deadlines/times by course tutors.

Element 2: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass all three elements of assessment to pass the unit.

**Assessment Criteria**

* Effective use of research
* Communication (of, for example, ideas and concepts)
* Progress in relevant practice-based techniques and skills
* Successful collaborative skills
* Successful autonomous processes

The Assessment Criteria will be used across the Elements as appropriate.

**Text Analysis – Unit 2**

Level: 4Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Unit 1

**Aims**

* To develop your ability to work creatively within defined constraints
* To develop problem solving creatively as an individual working with a team
* To develop a critical understanding of how text, and other mediums, inform performance

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A3 - historical, conceptual and critical frameworks in relation to Performance

Developed thinking skillsthat will enable you to:

* B1 - creatively solve problems to further independent and collaborative work

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C2 - document and present your work
* C3 - practice and apply health and safety considerations rigorously and consistently in your work
* C4 - demonstrate effective time management and organisational skills
* C5 - contribute effectively to the needs of a given production or performance as an individual and as a member of a team

**Transferable Skills Developed**

Communication, research, analytical and critical thinking and writing.

**Indicative Unit Content**

In this unit you will be introduced to a range of different performance spaces and performance texts, and have the opportunity to put your ideas into practice in a collaborative project.

Text analysis projects will be undertaken in your subject groups to help your understanding of how the text is valuable to your chosen course. Building on this knowledge you will then work in role in a small production, performance or speculative design. You will be expected to respond creatively and effectively to the challenges of the particular project to which you have been assigned.

Examples of projects carried out during the unit:

Students on Costume, Painting, Construction, Props and SMTT Courses:

* Creating a tableau vivant, costuming the characters in the tableau, building and painting the set, sourcing and creating all the props, managing, lighting and staging the piece.

Students on the Design Courses:

* Working in small design teams with a professional director you will create a speculative design for the staging of a play text.

At the end of the unit, you should have a clearer idea about what skills and attributes you have, what you need to learn and what sort of professional you’d like to be.

Support for research into the wider context of theatre and performances embedded in all units of the course. You will have lectures and seminars during this unit introducing you to some of the histories and social contexts of theatre. Through workshops, online tutorials and group discussion you will learn the value of applying this knowledge to your own practice.

This unit will equip you with practical skills and knowledge, as well as research, communication and presentation skills that will inform your understanding of Theatre Practice and your chosen course.

**How You Learn**

* Workshops and seminars from visiting professionals
* Staff-led seminars and workshops
* Student led group work
* Critical debates and group discussions
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes A3 and B1. | The submission will be a Presentation Style Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | Pass / Fail |
| Element 2:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C1, C2, C3, C4 and C5. | Up to 12 items, defined by course tutors. | Pass / Fail |

**Assessment Deadlines and Notes**

Element 1: you will be notified of your Reflective Assessment Presentation time by course tutors (typically a specific time during the final week of term).

Element 2: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass both elements of assessment to pass the unit.

**Assessment Criteria**

* Successful collaborative skills
* Successful autonomous processes
* Communication (of, for example, ideas and concepts)
* Effective use of research
* Progress in relevant practice-based techniques and skills

The Assessment Criteria will be used across the Elements as appropriate.

**Developing Your Creative Practice – Unit 3**

Level: 4Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Unit 1 and Unit 2

**Aims**

* To develop an understanding for models of practice
* To develop your ability to work in a team
* To research your chosen discipline and plan for future development in your role.

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A1 - the responsibilities of your role and how it relates to other roles

Developed the broader life skills that will enable you to:

* D2 - develop strategies for lifelong learning

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C2 - document and present your work
* C3 - practice and apply health and safety considerations rigorously and consistently in your work
* C4 - demonstrate effective time management and organisational skills
* C5 - contribute effectively to the needs of a given production or performance as an individual and as a member of a team

**Transferable Skills Developed**

Professional research, communication, teamwork.

**Indicative Unit Content**

Working in your chosen discipline you will take part in a production process from the initial stages of planning and development through to practical realisation of the performance.

You will work in your chosen role building on your experience and gaining insight from your peers on Year 2 of the programme. You will be proposing and implementing practical solutions to challenges posed by the production process, underpinned by research of good professional practice.

This unit will equip you with practical broader life skills, as well as skills such as planning and scheduling, reflection and self-appraisal that will inform your understanding of theatre practice and your chosen course.

**How You Learn**

* Studio teaching
* Rehearsal process
* Staff-led seminars and workshops
* Student led group work
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes A1 and D2. | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | Pass / Fail |
| Element 2:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C1, C2, C3, C4 and C5. | Up to 12 items, defined by course tutors. | Pass / Fail |

**Assessment Deadlines and Notes**

Element 1: you will be notified of the Reflective Assessment submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 2: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass both elements of assessment to pass the unit.

**Assessment Criteria**

* Progress in relevant practice-based techniques and skills
* Self-Reflection
* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems)
* Communication (of, for example, ideas and concepts)
* Successful collaborative skills
* Successful autonomous processes

The Assessment Criteria will be used across the Elements as appropriate.

**Practitioner 1 – Unit 4**

Level: 5Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Yr. 1 Units (or alternative prior experience/learning)

**Aims**

You will create a Learning Agreement which outlines your aims for this Unit. These aims will be in response to the term’s Project Brief/s and the Unit Learning Outcomes (below). Your Learning Agreement will be discussed and agreed with your Course Tutors.

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A1 - the responsibilities of your role and how it relates to other roles

Developed thinking skillsthat will enable you to:

* B2 - plan and undertake rigorous independent research

Developed the broader life skills that will enable you to:

* D3 - communicate effectively and actively collaborate with others to achieve common goals.

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C2 - document and present your work

**Transferable Skills Developed**

Planning and time management, budgeting, collaboration and research skills.

**Indicative Unit Content**

In this unit you will be given a clearly defined junior role within a project or production team and will work closely with a range of students from other disciplines with input from professionals such as directors/designers.

OR

You might work on a speculative or realised project with professional mentors and / or a director.

OR

Through negotiation with your tutor you will undertake working in role in an offsite project, under the guidance of a professional mentor.

This is your opportunity to put what you have learnt in Year One into practice - to test your working process in production teams where you will have group as well as individual responsibilities.

You will have worked within a given models of professional practice, and understood and applied the appropriate routines and protocols. You will also have been introduced to the responsibilities of your professional role and you will understand how it relates to other roles in a wide range of production and performance contexts.

Examples of Projects in the unit are:

Students on Design Courses and Costume Construction:

* Speculative Design project or collaborations with BA CPP or BA Acting.

Students on Production Courses:

* Collaborations with BA CPP or BA Acting.as part of the production team, with a 3rd year student as Head of Department.
* Speculative project and work as Production Crew

Crafts Students:

* Collaborations with other crafts students, with a 3rd year student as Head of Department.

You will also have regular sessions to support your research into the wider context of theatre and performance during this unit. These will normally include the histories of art, music, politics and theatre technologies.

**How You Learn**

* Studio teaching
* Rehearsal process
* Production process
* Staff-led seminars and workshops
* Working in role
* Professional mentoring
* Student led group work
* Critical debates and group discussions
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Progress Tutorial,  to demonstrate understanding of the project brief, that role responsibilities are being met, and that fundamental tasks are being achieved. | 15 minute tutorial. | Pass / Fail |
| Element 2:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes A1, B2 and D3 | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | Pass / Fail |
| Element 3:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C1 and C2. | Selected material from your project work, aligned with your Learning Agreement (see Unit Aims above), presented and discussed in assessment tutorial. | Pass / Fail |

**Assessment Deadlines and Notes**

Element 1: progress tutorial to take place during term weeks 3 to 5, by arrangement with course tutors.

Element 2: you will be notified of the Reflective Assessment submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 3: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass all three elements of assessment to pass the unit.

**Assessment Criteria**

Element 1:

* Progress in relevant practice based techniques and skills

Element 2:

* Effective use of research
* Communication (of, for example, ideas and concepts)
* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems)

Element 3:

* Progress in relevant practice based techniques and skills
* Communication (of, for example, ideas and concepts)

**Practitioner 2 – Unit 5**

Level: 5Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Yr. 1 Units (or alternative prior experience/learning)

**Aims**

You will create a Learning Agreement which outlines your aims for this Unit. These aims will be in response to the term’s Project Brief/s and the Unit Learning Outcomes (below). Your Learning Agreement will be discussed and agreed with your Course Tutors.

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A1 - the responsibilities of your role and how it relates to other roles
* A3 - historical, conceptual and critical frameworks in relation to Performance

Developed thinking skillsthat will enable you to:

* B1 - creatively solve problems to further independent and collaborative work.

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C5 - contribute effectively to the needs of a given production or performance as an individual and as a member of a team

**Transferable Skills Developed**

Self-appraisal and reflection, research and critical analysis, collaboration and /or project management.

**Indicative Unit Content**

Having spent time in the last Unit understanding more of the duties and responsibilities of your role, you are expected to be able to work effectively with a greater degree of independence, and with a minimal level of staff supervision. You will be expected to build on your professional competence, apply your knowledge of what the current discourses (that is, the relevant, recent developments or debates) are in your subject and, importantly, to test out your emerging professional identity.

Examples of projects in the unit include:

Students on design courses:

* Working with a professional director on a speculative design project, which might be on opera or dance piece
* In role as designer on one of the school’s public productions

Students on Crafts Courses:

* Produce costumes and props in the School’s workshops for a professional company.
* In role on one of the School’s public productions
* Placement with a professional company or freelance practitioner

Contextual studies sessions during this unit focus on career opportunities and industry links. The majority of the lectures and workshops are run and presented by graduates of the programme.

This unit will equip you with knowledge and thinking skills, as well as soft skills such as research and problem solving plus health and safety knowledge that will inform your understanding of Theatre Practice and your chosen course.

**How You Learn**

* Studio teaching
* Rehearsal Process
* Production process
* Staff-led seminars and workshops
* Working in role
* Professional mentoring
* Student led group work
* Critical debates and group discussions
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Progress Tutorial,  to demonstrate understanding of the project brief, that role responsibilities are being met, and that fundamental tasks are being achieved. | 15 minute tutorial. | Pass / Fail |
| Element 2:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes A1, A3 and B1 | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | 50% |
| Element 3:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C1 and C5. | Selected material from your project work, aligned with your Learning Agreement (see Unit Aims above), presented and discussed in assessment tutorial. | 50% |

**Assessment Deadlines and Notes**

Element 1: progress tutorial to take place during term weeks 3 to 5, by arrangement with course tutors.

Element 2: you will be notified of the Reflective Assessment submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 3: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass all three elements of assessment to pass the unit.

This unit contributes 12.5% to your overall degree mark.

**Assessment Criteria**

Element 1:

* Progress in relevant practice based techniques and skills

Element 2:

* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry
* Successful collaborative skills
* Successful autonomous processes
* Self-reflection
* Testing the validity of presented facts, opinions and hypotheses

Element 3 (some criteria may not be applicable, depending on the nature of the project/role undertaken):

* Progress in relevant practice based techniques and skills
* Successful collaborative skills
* Successful autonomous processes

**Practitioner 3 – Unit 6**

Level: 5Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Yr. 1 Units (or alternative prior experience/learning)

**Aims**

You will create a Learning Agreement which outlines your aims for this Unit. These aims will be in response to the term’s Project Brief/s and the Unit Learning Outcomes (below). Your Learning Agreement will be discussed and agreed with your Course Tutors.

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A2 - the relationship between theory and practice in your relevant field of Theatre Practice

Developed thinking skillsthat will enable you to:

* B1 - creatively solve problems to further independent and collaborative work.

Developed the broader life skills that will enable you to:

* D2 - develop strategies for lifelong learning.

Developed practical skills that will enable you to:

* C4 - demonstrate effective time management and organisational skills
* C6 - work to current working practice in your discipline and its associated technologies

**Transferable Skills Developed**

To develop ways of presenting and recording your work, professional networking, collaboration, project management.

**Indicative Unit Content**

In this unit through observations of practice in a variety of professional settings, research and, where appropriate, practical realisation you will be encouraged to gain additional skills and knowledge that develop your understanding of your chosen specialism. You may apply your role to a very different context to the way you have worked before; you may be observing work in a different medium, you will be learning new skills and applying them to a professional context. This might be a placement project, a personal project or a college project in a leading/management role.

This unit is designed to give you an insight into a broader area of practice to enable you to make informed choices for your third year of the programme.

This unit will equip you with knowledge, thinking skills and broader life skills as well as skills such as self-analysis and reflection, and an ability to promote yourself and your work to inform your understanding working within the Theatre industry.

**How You Learn**

* Studio teaching
* Rehearsal process
* Production process
* Staff-led seminars and workshops
* Working in role
* Professional mentoring
* Student led group work
* Critical debates and group discussions
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Progress Tutorial,  to demonstrate understanding of the project brief, that role responsibilities are being met, and that fundamental tasks are being achieved. | 15 minute tutorial. | Pass / Fail |
| Element 2:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes A2, B1 and D2. | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | 50% |
| Element 3:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C4 and C6. | Selected material from your project work, aligned with your Learning Agreement (see Unit Aims above), presented and discussed in assessment tutorial. | 50% |

**Assessment Deadlines and Notes**

Element 1: progress tutorial to take place during term weeks 3 to 5, by arrangement with course tutors.

Element 2: you will be notified of the Reflective Assessment submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 3: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass all three elements of assessment to pass the unit.

This unit contributes 12.5% to your overall degree mark.

**Assessment Criteria**

Element 1:

* Progress in relevant practice-based techniques and skills

Element 2:

* Effective use of research
* Successful collaborative skills
* Successful autonomous processes
* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems).

Element 3 (some criteria may not be applicable, depending on the nature of the project/role undertaken):

* Progress in relevant practice-based techniques and skills
* Successful collaborative skills
* Successful autonomous processes

**Professional Development Task 1a: Practical Task – Unit 8a**

Level: 6Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses)  
 This unit is optional with Unit 8b Optional

Prerequisite Learning: Yr. 2 Units (or alternative prior experience/learning)

**Aims**

* To develop a good professional competence in your chosen role
* To develop management and leadership in your own practice and possibly the practice of others in the production/project team
* To research your chosen discipline and other relevant areas to apply to your work through analysis, interrogation and experimenting

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A2 - the relationship between theory and practice in your relevant field of Theatre Practice

Developed thinking skillsthat will enable you to:

* B1 - creatively solve problems to further independent and collaborative work.

Developed the broader life skills that will enable you to:

* D3 - communicate effectively and actively collaborate with others to achieve common goals

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C2 - document and present your work
* C3 - practice and apply health and safety considerations rigorously and consistently in your work
* C4 - demonstrate effective time management and organisational skills
* C5 - contribute effectively to the needs of a given production or performance as an individual and as a member of a team
* C6 - work to current working practice in your discipline and its associated technologies

**Transferable Skills Developed**

To develop ways of managing your work, new areas of research, testing your theories, and project management and leadership skills.

**Indicative Unit Content**

In this unit you will undertake a role from an appropriate range of production or performance tasks.

The projects will demand a range of responsibilities and a high level of project management. These tasks are designed to develop further the skills and understanding learnt on the programme so far, while working with a greater degree of independence in the management of yourself and the production process (or project undertaken).

You might take a leading role on a Public Production, where you will work with a minimum of staff supervision, enabling you to test your specialist skills and understanding and personal working processes within a simulation of contemporary production or performance practice. Alternatively you might negotiate a placement that gives you a similar opportunity.

To prepare you for the range of roles and models in professional practice, you will be required to compare your own working process with the way in which similar roles are undertaken in a range of professional settings.

Alongside this, a programme of lectures and seminars focuses on personal development planning for entry into the industry.

This unit will equip you with knowledge, practical skills and broader life skills as well as soft skills such as project management approaches, an ability to experiment and test your work to inform your understanding as a Theatre practitioner.

**How You Learn**

* Studio teaching
* Rehearsal process
* Production process
* Group seminars
* Working in role
* Professional mentoring
* Student led group work
* Professional research
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes A2, B1 and D3. | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | 100% |
| Element 2:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C1, C2, C3, C4, C5 and C6 | Up to 12 items. | Pass / Fail |

**Assessment Deadlines and Notes**

Element 1: you will be notified of the Reflective Assessment submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 2: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

This Unit is interchangeable with Unit 8b (Extended Essay). You must successfully complete either Unit 8a or Unit 8b to complete the third year.

You must pass both elements of assessment to pass the unit.

This unit contributes 25% to your overall degree mark.

**Assessment Criteria**

* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry
* Successful collaborative skills
* Successful autonomous processes
* Communication (of, for example, ideas and concepts)
* Effective use of research
* Progress in relevant practice-based techniques and skills

The Assessment Criteria will be used across the Elements as appropriate.

**Professional Development Task 1b: Extended Essay – Unit 8b**

Level: 6Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses)  
 This unit is optional with Unit 8a Optional

Prerequisite Learning: Yr. 2 Units (or alternative prior experience/learning)

**Aims**

Please note the extended research essay option is appropriate to students wishing to apply to an MA programme upon graduation.

* To develop a well informed and professional competence in your chosen role
* To develop research management and intellectual leadership in your own practice and possibly the practice of others in the production/project team
* To research your chosen discipline and other relevant areas to apply to your work through analysis, interrogation and experimenting.

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A2 - the relationship between theory and practice in your relevant field of Theatre Practice
* A3 - historical, conceptual and critical frameworks in relation to performance

Developed thinking skillsthat will enable you to:

* B2 - plan and undertake rigorous independent research.

Developed practical skills that will enable you to:

* C2 - document and present your work
* C4 - demonstrate effective time management and organisational skills
* C6 - work to current working practice in your discipline and its associated technologies

**Transferable Skills Developed**

To develop ways of managing your work, new areas of research, testing and presenting your theories.

**Indicative Unit Content**

In this unit you will undertake an in depth research into an agreed area of Theatre Practice the research can be practiced based but should be supported by a rigorous qualitative research methodology. The task is designed to develop further the skills and understanding learnt on the programme so far. The essay, however theoretical, should maintain a clear connection to your personal interests and practice.

You should engage with a minimum of three leading specialists/authors related to your subject and identify how your research is relevant to other practitioners and to the wider Theatre context.

You should explore different models of research, personal and collaborative, theoretical and practical developing your argument dialogically with a respect to other specialists concerns.

Contextual studies focuses on personal development planning for entry into the industry or progress on to further study.

This unit will equip you with knowledge, practical skills and broader life skills as well as soft skills such as project management, academic writing, and an ability to experiment and test your work to inform your understanding as a Theatre practitioner.

Part-way through the unit you will present and discuss with your course tutor progress in the research for the extended essay.

**How You Learn**

* Group seminars
* Working in role
* Professional mentors
* Professional research
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Presentation of research progress,  demonstrating the achievement of Learning Outcomes B2, C2, C4 and C6 | 15 to 20 minute presentation | Pass / Fail |
| Element 2:  Written Essay with supporting appendices,  demonstrating the achievement of Learning Outcomes A2, A3, B2, C2 and C6 | 10,000 words,  excluding footnotes, references/bibliographies, the main title and any header or footer matter. In-text references should be included in the word count. | 100% |

**Assessment Deadlines and Notes**

Element 1: you will be notified of the your presentation time by course tutors (typically this will be within weeks 3 to 5).

Element 2: you will be notified of the essay submission deadline by the Programmes Office (typically a specific time on the final day of term).

This Unit is interchangeable with Unit 8a (Practical Task). You must successfully complete either Unit 8a or Unit 8b to complete the third year.

You must pass both elements of assessment to pass the unit.

This unit contributes 25% to your overall degree mark.

**Assessment Criteria**

* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems)
* Analysis and interrogation demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry
* Effective use of research
* Progress in relevant practice-based techniques and skills
* Communication (of, for example, ideas and concepts).

The Assessment Criteria will be used across the Elements as appropriate.

**Professional Development Task 2 – Unit 9**

Level: 6Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Yr. 2 Units (or alternative prior experience/learning)

**Aims**

* To undertake professional research to understand your role/career path
* To explore new areas of practice
* To reflect on your practice and identify new areas of development/learning

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Developed thinking skillsthat will enable you to:

* B3 - experiment, interrogate, analyse, create new models

Developed the broader life skills that will enable you to:

* D1 - evaluate your personal development through a process of reflection and self-appraisal
* D5 -conceptualise, develop and implement creative project management in speculative and realised contexts

Developed practical skills that will enable you to:

* C1 - apply relevant specialist skills of technique, craft and associated technologies
* C2 - document and present your work
* C3 - practice and apply health and safety considerations rigorously and consistently in your work
* C4 - demonstrate effective time management and organisational skills
* C5 - contribute effectively to the needs of a given production or performance as an individual and as a member of a team
* C6 - work to current working practice in your discipline and its associated technologies

**Transferable Skills Developed**

To develop ways of networking, reflection and analysis, project management and leadership skills.

**Indicative Unit Content**

In this unit you will have the opportunity to undertake a project, production or performance task specifically related to your individual area of interest. This may be located outside the conventions of established production and performance practice. You may undertake this Professional Development Task two within the school or through collaboration with an appropriate partner institution or within a professional setting.

Through your work in this unit you should be able to further contextualise your professional practice in a wider theatre and performance context.

Examples of projects in the unit have been:

Crafts Students

* Working with professional scenery builder, Scott Fleary, in role as assistant metal engineer
* Working with professional costume.

Design for Performance Students

* Working with professional lighting designer, sound designer or video and projection designer on the design at a major regional theatre venue.

Production Students

* Working as a production lighting engineer, sound engineer or production assistant for an area of a major music festival.

Alongside this unit a programme of lectures and seminars will support personal development planning for entry into the industry or progress on to further study.

This unit will equip you with knowledge, thinking skills and broader life skills as well as soft skills such as reflection and analysis, an ability to experiment and test your work to inform your understanding as a Theatre practitioner.

**How You Learn**

* Studio teaching
* Rehearsal process
* Production process
* Group seminars
* Working in role
* Professional mentoring
* Student led group work
* Professional research
* Peer teaching
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Reflective Assessment,  demonstrating the achievement of Learning Outcomes B3, D1 and D5. | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. | 100% |
| Element 2:  Practice Assessment,  demonstrating the achievement of Learning Outcomes C1, C2, C3, C4, C5 and C6 | Up to 12 items. | Pass / Fail |

**Assessment Deadlines and Notes**

Element 1: you will be notified of the Reflective Assessment submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 2: to be demonstrated and signed-off during projects and in individual tutorials during the term. All presented material must be uploaded to Brightspace – you will be notified of the deadline for this by the Programmes Office (typically a specific time on the final day of term).

You must pass both Elements of assessment to pass the unit. This unit contributes 25% to your overall degree mark.

**Assessment Criteria**

* Taking creative risks, as appropriate
* Self-reflection
* Testing the validity of presented facts, opinions and hypotheses
* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems)
* Progress in relevant practice-based techniques and skills
* Communication (of, for example, ideas and concepts)
* Successful collaborative skills
* Successful autonomous processes

The Assessment Criteria will be used across the Elements as appropriate.

**Future Practice – Unit 10**

Level: 6Credits: 40ECTS: 20

Notional Student Study Hours: 400 hours

Unit Leader: Course Tutors

Programme(s) for which the  
unit is mainly intended: BA Theatre Practice (all courses) Core

Prerequisite Learning: Yr. 2 Units (or alternative prior experience/learning)

**Aims**

* To develop portfolio skills
* To develops ways to market yourself as a professional practitioner
* To develop interpersonal skills

**Learning Outcomes**

On successful completion of this unit, you should be able to demonstrate that you have:

Obtained a knowledge and understanding of:

* A1 -the responsibilities of your role and how it relates to other roles

Developed thinking skillsthat will enable you to:

* B2 - plan and undertake rigorous independent research

Developed practical skills that will enable you to:

* C2 - document and present your work

Developed the broader life skills that will enable you to:

* D1 - evaluate your personal development through a process of reflection and self-appraisal
* D4 - utilise Information technology creatively.

**Transferable Skills Developed**

To develop ways of networking, to develop techniques for self-promotion and marketing.

**Indicative Unit Content**

This unit will equip you with knowledge, thinking skills, practical skills and broader life skills as well as soft skills in IT, promotion and marketing, professional networking.

You will normally have the opportunity to test your ideas by presenting them to a panel of professionals and your peers for their feedback. Students will have the opportunity to gain further feedback on their portfolio and other aspects of their practice through the annual BA Theatre Practice Exhibition and in the course of their work on Central’s Public Productions and other projects.

**How You Learn**

* Group seminars
* Group Presentations
* Professional, tutor and peer feedback
* Professional research
* Tutorials

**Assessment Summary**

|  |  |  |
| --- | --- | --- |
| **Task**  *(e.g. essay, presentation, etc.)* | **Magnitude**  *(e.g. number of words, time, etc.)* | **Weight**  *(within the unit)* |
| Element 1:  Portfolio, CV, Web Presence,  demonstrating the achievement of Learning Outcomes A1, C2 and D4. | An industry appropriate collection of material to support your career plan.  Guidance will be given by course tutors. | 100%  across both Elements |
| Element 2:  Research and Career Plan,  demonstrating the achievement of Learning Outcomes A1, B2 and D1. | The submission may be in any of the four Styles of Reflective Assessment.  See the [Reflective Assessment section](#_Reflective_Assessment_Styles) for magnitude, and further guidance in the BATP Reflective Assessment Handbook. |

**Assessment Deadlines and Notes**

You will be notified of the submission deadline by the Programmes Office (typically a specific time on the final day of term).

Element 1:

You should demonstrate your skills, abilities and experience in preparation for entering the world of work. You should show how you have creatively recorded your practical work and how you will communicate this to potential employers. This should be through industry appropriate means that relate to your career plan, such as a portfolio (or equivalent), internet platforms, and CV.

You are being asked to demonstrate that you can work at a professional standard and present yourself in way that is consistent with current or emerging professional practice. You should also demonstrate an understanding of how you can make best use of social media and other aspect of the internet to document and promote your practice, and to promote yourself as a practitioner.

Element 2:

You should demonstrate that you have a thorough and up-to-date knowledge of your chosen areas of professional practice, based on your own detailed research and supported by feedback from practicing professionals. You should evaluate your professional and personal development through reflection, supported by professional and peer networks, and show your ability to formulate strategies for lifelong learning.

You must pass both Elements of assessment to pass the unit.

This unit contributes 25% to your overall degree mark.

**Assessment Criteria**

* Progress in relevant practice based techniques and skills
* Communication (of, for example, ideas and concepts)
* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry
* Effective use of research
* Self-reflection.

The Assessment Criteria will be used across the Elements as appropriate.

# **READING LIST**

Many of the following resources are available in Central’s library and/or in online archives available via Central’s library and in the public domain.

**Introduction to Theatre Practice**

Schechner, R. (1988) *Performance Theory,* Rev.ed., New York, Routledge.

Sim, S. and Van Loon, B. (2004) *Introducing Critical Theory A Graphic Guide***,** Royston, Icon Books

Culler, J. (1997) *Literary Theory, a very short introduction*, Oxford, Oxford University Press

Culture 24, ‘Places To Go: London,’ *Digital Cultural Resource* <http://www.culture24.org.uk/places%20to%20go/london> (accessed 20.5.2012).

The Association of British Theatre Technicians (2009) ‘ABTT Model Technical Rider Guidance Notes,’ *Technical Resources,* http://www.abtt.org.uk/includes/pdf/guidance-notes/guidance-8.pdf, (accessed 15.5.2014)

*Virtual Library Museum Pages,* <http://icom.museum/vlmp/uk.html> (accessed 17.5.2012).

**Text Analysis**

Belsey, C. (1980) *Critical Practice*, New York, Routledge.

Brook, P. (1968) *The Empty Space*, New York, Touchstone.

Ingham, R. (1998) *From Page to Stage: How Theatre Designers Make Connections Between Scripts and Images*, Portsmouth, NH, Heinemann Educational.

Bowen, J and MPA (1998) ‘Museums around the UK on the web,’

**Developing Your Creative Practice**

[Berger](http://www.amazon.co.uk/exec/obidos/search-handle-url/026-7585216-3074861?%5Fencoding=UTF8&search-type=ss&index=books-uk&field-author=John%20Berger), J. (1972) *Ways of Seeing,* London, British Broadcast Corporation and Penguin.

Blurton, J. (2001) *Scenery Drafting and Construction,* New York, Routledge.

Van Beek, M. (2004) *Electrical Safety for Live Events,* Cambridge, Entertainment Technology Press.

**Practitioner 1**

Brand, N. (2005) *Dramatic Notes – Foregrounding Music in the Dramatic Experience*, New Barnet, John Libbey Publishing.

Maccoy, P. (2004) *The Essentials of Stage Management,* London,Routledge.

Association of British Theatre Technicians (2012) *Publications,* [www.abtt.co.uk](http://www.abtt.co.uk) (accessed 22.5.2012).

Moran, N (2014) *Electric Shadows, an introduction to working with video and projection on stage* Cambridge, Entertainment Technology Press

**Practitioner 2**

Orton, K. (2004) *Model Making for the Stage, A Practical Guide,* Marlborough, Crowood Press.

Shoben, M. and Ward, J. (1987) *Pattern Cutting and Making**Up,* Oxford, Butterworth-Heinemann**.**

Van Beek, M. (2000) *A Practical Guide to Health and Safety in the Entertainment Industry*, Cambridge, Entertainment Technology Press.

**Practitioner 3**

Myerson, J. ‘The Designer as Collaborator,’ *Collaborators Exhibition Lecture Event at the V&A* <http://www.vam.ac.uk/content/videos/t/video-the-designer-as-collaborator-jeremy-myerson/> (accessed 21.5.2012).

Phelan, P. (1993) *Unmarked: The Politics of Performance,* London, Routledge.

Beudert, P. and Crabtree, S (2012) *Scenic Art for Theatre: history, tools and techniques,* 3rd Ed., Waltham, MA, Elsevier.

**Professional Development Task 1a: Practical Task**

Clegg, C. Legge, K, and Walsh, E. (1999) *The Experience of Managing*, London, Macmillan Business.

Entertainment Technology Press (2012) ‘Entertainment Technology News,’ *Online News Service,* http://www.etnow.com/ (accessed 15.5.2012).

Reid, F. (1995) *The Staging Handbook,* Portsmouth, NH, Heinemann Drama.

**Professional Development Task 1b: Extended Essay**

Exemplar key texts will be dependent upon the selected research topic. This is an exemplar bibliography for an essay focusing on ‘performance documentation and its uses today’

Anderson, Laurie. Foreword: This is the Time and This is the Record of the Time. *Performance; Live Art Since the 1960s*. By RoseLee Goldberg. New York: Thames & Hudson inc. 2004. Print.

Auslander, Philip. *Liveness: Performance in a Mediatized Culture*. 2nd ed. *O*xon: Routledge. 2008. Print.

Benjamin, Walter. *The Work of Art in the Age of Mechanical Reproduction*. Trans. J. A. Underwood. London: Penguin Group, 2008. Print. Great Ideas.

Calle, Sophie. *Did you see me?* 3rd ed. Trans. Yve-Alain Bois. New York: Prestel, 2010. Print.

Canavan, Kris and Vason, Manuel. *Collaboration #5*. London: 2004. Photograph.

Collins. *Pocket English Dictionary*. 2nd ed. Glasgow: HarperCollins. 1992. Print.

Etchells, Tim. A six-thousand-and-forty-seven-word manifesto on liveness in three parts with three interludes.  *Live: Art and Performance*. Ed. Adrian Heathfield. London: Tate Publishing. 2004. Print.

Heathfield, Adrian. Alive. *Live: Art and Performance*. Ed. Adrian Heathfield. London: Tate Publishing. 2004. Print.

Klein, Yves. *Leap into the Void*. 1960. Gelatine silver print on paper. Metropolitan Museum of Art, New York.

Marsh, Geoffrey. Interviewed by Helen Barwick. London, Blythe House, Kensington Olympia. 13:00, 14th November 2011. Interview.

National Theatre Annual Review 2011. London.

O’Reilly, Kira and Vason, Manuel. Collaboration #3. London: 2001. Photograph.

Phelan, Peggy. *UNMARKED: The Politics of Performance*. Oxon: Routledge, 1993. Print.

Schechner, Richard. *Performance Studies: An Introduction*. 2nd ed. Oxon: Routledge, 2007. Print*.*

Schneider, Rebecca. The Document Performance. *Encounters*. By Manuel Vason. Ed. Dominic Johnson. Bristol: Arnolfini, 2007. Print.

*Shirtography.* By Jerome Bel. Dir. Jerome Bel. Perf. Jerome Bel. BMW Tate Performance Room LIVE, London. 22nd March 2012. Live-streamed performance.

Wood, Catherine, interviewee. BMW Performance Room – Curators on Jerome Bel. By Tate Modern. London, 2012. Keynote.

Wurtzler, Steve. She Sang Live but the Microphone was Turned Off. *Sound Theory/Sound Practice*, ed. Altman. London: Routledge, 1992. Print.

**Professional Development Task 2**

Baugh, C. (2005) *Theatre Performance and Technology; The Development of Scenography in the Twentieth Century,* Basingstoke, Palgrave MacMillan.

Holmberg, A. (1996)*The Theatre of Robert Wilson,* Cambridge, Cambridge University Press.

Ltten, J. (1997) *The Art of Color: The Subjective Experience and Objective Rationale of Color* (trans. van Haagen, E), Rev.ed., New Jersey, John Wiley & Sons.

Abulafia, Y The Art of Light on Stage. London Routledge 2016

Collins & Nisbet (eds). Theatre and Performance Design.London Routledge 2010

**Future Practice**

Holden, A. and Sammler, B. (1999) *Structural Design for the Stage*, Woburn, MA, Focal Press.

McAdams, D.A. (1996) *Caught in the Act - A Visual History of Contemporary Multimedia Performance*, New York, Aperture Foundation.

Bogart, A and Landau, T. (2005) *The Viewpoints Book: A Practical Guide to Viewpoints and Composition,* New York, Theatre Communications Group.

Cox and Warner (Eds., 2004) *Audio Culture – Readings in Modern Music,* London, Continuum International.