

## LEARNING MODULE DESCRIPTION (SYLLABUS)

### I. General information

1. Module title: Staging dramatic texts IV, V
2. Module code – 15-ITD4-TD-11, 15-ITD5-TD
3. Module type – compulsory
4. Programme title – Theatre and Drama in English
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme) – 1<sup>st</sup>
6. Year of studies (where relevant) – 2<sup>nd</sup>
7. Terms in which taught (summer/winter term) – winter term, summer term
8. Type of classes and the number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours) – 30 hours of practical classes.
9. Number of ECTS credits – 3 points
10. Name, surname, academic degree/title of the module lecturer/other teaching staff: Dagmara Krzyżaniak, PhD, dagmara@wa.amu.edu.pl
11. Language of classes – English
12. Online learning - yes (partially / fully) / no : No.

### II. Detailed information

1. Module aim (aims)

<b>A1</b>	Develop students' understanding of drama through close reading as well as practical and theoretical study
<b>A2</b>	Highlighting a wide range of essential knowledge and basic skills in interpreting dramatic texts and staging practices.
<b>A3</b>	Equipping students with a wide range of basic skills for the staging of performance events.
<b>A4</b>	Develop students' acting skills, both individually and in groups.
<b>A5</b>	Help students communicate feelings and ideas to an audience.
<b>A6</b>	Using terminology of connected to staging practices in practice in English.
<b>A7</b>	Make links between history and practice.

2. Pre-requisites in terms of knowledge, skills and social competences (where relevant):

The most basic criterion is a sufficiently high level of language skills in English (at least B2 or C1) as well as basic knowledge on theatre and drama (secondary school level).

3. Module learning outcomes in terms of knowledge, skills and social competences and their reference to programme learning outcomes

Learning outcomes symbol*	Upon completion of the course, the student will:	Reference to programme learning outcomes#
15-DTW-ITD2-11_1	Demonstrate a range of technical skills within practical demonstration outcomes.	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10

15-DTW-ITD1-11_2	Develop knowledge and understanding of the processes by which performance is created and realised in terms of such technical aspects as lighting, sound, costumes, and stage design.	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-ITD2-TD-11_3	Work independently and collaboratively on studio-based projects.	K_U08, K_K03, K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-ITD2-TD-11_4	Manage practical assignments within specified resource and time constraints.	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-ITD2-TD-11_5	Reflect on their own learning.	K_U02, K_U04,
15-ITD2-TD-11_6	Develop their skills in devising original drama	K_U06, K_K06
15-ITD2-TD-11_7	Properly use basic terminology in the field.	K_U09, K_K06

\* module code, e.g. KHT\_01 (KHT – module code in USOS; stands for Polish “Kataliza Heterogeniczna” /Heterogeneous Catalysis/)

# programme learning outcomes (e.g. K\_W01, K\_U01, ...); first K stands for programme title symbol in Polish, W for “wiedza” (knowledge) in Polish, U – for “umiejętności” (skills) in Polish, K – for “kompetencje społeczne” (social competences) in Polish  
01, 02... - learning outcome number

#### 4. Learning content

Module title		
Learning content symbol*	Learning content description	Reference to module learning outcomes #
TK_1	1. Script analysis and introducing key skills for understanding dramatic texts, introduction, historical context, approaches to the playwright(s) in question part 1	15-ITD2-TD-11_1, 15-ITD2-TD-11_2, 15-ITD2-TD-11_3, 15-ITD2-TD-11_4
TK_2	2. A thematic/historical/stylistic approach to group focus text is identified	15-ITD2-TD-11_1, 15-ITD2-TD-11_2, 15-ITD2-TD-11_3, 15-ITD2-TD-11_4
TK_3	3. Technical introduction and basic training – LX/Sound, Projection, Stage Management	15-ITD2-TD-11_1, 15-ITD2-TD-11_2, 15-ITD2-TD-11_3, 15-ITD2-TD-11_4
TK_4	4. Scenography and design – seminar, video resources online, theatre visit and critique	15-ITD2-TD-11_1, 15-ITD2-TD-11_2, 15-ITD2-TD-11_3, 15-ITD2-TD-11_4



TK_5	5. Small group workshops, discussions and forum presentations on a range of approaches to staging the text	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_6	6. Reading week/pitch preparation	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_7	7. Group pitch week, formative feedback	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_8	8. Independent rehearsal with tutor supervision	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_9	9. Independent rehearsal with tutor supervision	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_10	10. Independent rehearsal with tutor supervision	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_11	11. Independent rehearsal with tutor supervision	15-ITD2-P-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_12	12. Independent rehearsal with tutor supervision	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_13	13. Independent rehearsal with tutor supervision	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7
TK_14	14. Independent rehearsal with tutor supervision	15-ITD2-TD-11_1 do 15-ITD2-TD-11_7
TK_15	15. Final performance	15-ITD2-TD-11_4, 15-ITD2-TD-11_5, 15-ITD2-TD-11_6, 15-ITD2-TD-11_7

\* e.g. TK\_01, TK\_02, ... (TK stands for "treści kształcenia" /learning content/ in Polish)

# e.g. KHT\_01 – module code as in Table in II.3

#### 5. Reading list

Barba, Eugenio (2009). *On Directing: Burning the House*. New York, Routledge.

Barba, E. and N. Savarese (2006). *The Secret Art of the Performer - Second Edition*. London: Routledge.

Bogart, Anne (2001). *A Director Prepares: Seven Essays on Art and Theatre*. London, Routledge.

Bradby, David (1988). *Director's Theatre*. Basingstoke: Macmillan.

Edgar, David (2008) *How plays work: the theory and practice of playwriting*. London: Hern, 2008

Fuchs, Eleanor (2004). "EF's Visit to a Small Planet: Some Questions to Ask a Play." *Theater* 34(2): 5-9.

Hodge, A. (ed.) (2010). *Actor Training - Second edition*. London: Routledge.

Lennard, John (2002). *The drama handbook: a guide to reading plays*. Oxford: Oxford University Press.

Luckhurst, Mary (2006). *Dramaturgy: a revolution in theatre*. Cambridge: Cambridge University Press.

Meisel, Martin(2007). *How plays work: reading and performance*. Oxford; New York: Oxford University Press.

Merlin, Bella (2010). *Acting: the basics*. London: Routledge.

Pallin, G. (2010). *Stage Management: The Essential Handbook, third revised edition*. London: Nick Hern Books.

Pfister, Manfred (1991). *The Theory and Analysis of Drama*. Cambridge: CUP.

Turner, Cathy and Synne Behrndt (2008). *Dramaturgy and performance*. Basingstoke: Palgrave Macmillan.

Waters, Steve (2010). *The Secret Life of Plays*. London, Nick Hern Books.

#### 6. Information on the use of blended-learning (if relevant)

Most of the class materials as well as some exercises are uploaded onto the Moodle Platform.

#### 7. Information on where to find course materials

Materials for the class can be found on Moodle.

### III. Additional information

#### 1. Reference of learning outcomes and learning content to teaching and learning methods and assessment methods

Teaching and learning methods	✓
Lecture with multimedia presenting parts of the material.	✓
Conversational lecture	✓
Problem lecture	
Discussion	✓
Work on the text	✓
Case study analysis	
Problem-based learning	
Didactic/ stimulation game	✓
Exercises (e.g.: calculating, artistic, practical)	✓
Exercise-based method	✓

Laboratory method	
Research method	
Workshop method	✓
Project method	✓
Presentation and observation	
Sound and video demonstrations	✓
Activation methods (brainstorming, SWOT analysis, decision-tree method, snowball method, mind-maps)	✓
Group-work	✓
Other – performance with a discussion	✓

It is advisable to include assessment tasks (questions).

## 2. Student workload (ECTS credits)

Evaluation methods	EK Symbols for the module/course					
Written exam						
Oral exam						
Open-book exam						
Final written test						
Oral test						
Test						
Project	15-ITD-11_1	15-ITD-11_2	15-ITD-11_3	15-ITD-11_4		
Essay						
Report						
Multimedia presentation						
Practical exam (observation of performance)						
Portfolio						
Other – performance with a presentation/discussion	15-ITD-11_4	15-ITD-11_5	15-ITD-11_6	15-ITD-11_7		

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Module title: Elizabethan and Jacobean drama and theatre	
Activity types	Mean number of hours* spent on each activity type
Contact hours with the teacher as specified in the programme	30 h
Independent study 1	40 h
Independent study 4 (reading of literature)	20 h
Total hours	90 h
Total ECTS credits for the module	3 points

\* Class hours – 1 hour means 45 minutes

#Independent study – examples of activity types: (1) preparation for classes, (2) data analysis, (3) library-based work, (4) writing a class report, (5) exam preparation, etc.

### 3. Assessment criteria

very good (bardzo dobry, bdb; 5,0): excellent knowledge and performance in the field of staging dramatic texts

good plus (dobry plus, +db; 4,5): very good knowledge and performance in the field of staging dramatic texts.

good (dobry, db; 4,0): good knowledge and performance in the field of staging dramatic texts.

satisfactory plus (dostateczny plus, +dst; 3,5): satisfactory knowledge and performance in the field of staging dramatic texts.

satisfactory (dostateczny, dst; 3,0): satisfactory knowledge and performance in the field of staging dramatic texts.

unsatisfactory (niedostateczny, ndst; 2,0): unsatisfactory knowledge and performance in the field of staging dramatic texts.