

## Part One

**Programme Specification**

0	<b>Brief descriptive summary</b>
<p>The MA in Movement Practice for Theatre is a taught, vocational one year MA programme to train movement teachers and directors for theatre. The MA aims to train the artist to be independent through a programme that gives the skills, confidence and methods to develop their own practice as movement directors and as teachers of movement.</p> <p>The uniqueness of this MA programme is its emphasis on working close to the source of the original creators of bodies of work in UK, Poland and USA and its foundation in practice as research. The core of the work introduces learning approaches to physical and vocal techniques that provides students with the skills for individual research on the body and voice in training and performance. Practical and theoretical research is the very nature of the movement processes studied, which then become manifest in student's own investigation into movement.</p>	

## Basic Programme Details

1	<b>Programme title/code(s)</b>	<b>MA Movement Practice for Theatre</b>	
2	<b>Mode(s) and duration</b>	MA award Attendance for the full-time MA award (48 weeks)	
3	<b>Awarding institution</b>	MMU	
4	<b>Teaching institution(s)</b>	MMU	
5	<b>Final award(s)/title(s)</b>	MA Movement practice for theatre	
6	<b>FHEQ position</b>	Masters	Certificate/ Intermediate
7	<b>Stage award(s)/title(s)</b>	Postgraduate Certificate in Movement practice for theatre Postgraduate Diploma Movement practice for theatre	
8	<b>Home Department/ School/ Institute</b>	School of Theatre	
9	<b>Home Faculty</b>	Faculty of Art and Design	

10	<b>UCAS code(s)</b>	N/A	
11	<b>Description of collaborative provision or academic partnership</b>	N/A	
12	<b>Collaborative partner(s)</b>		
13	<b>Date/outcome of most recent MMU review/ approval</b>	N/A	
14	<b>PS/1 effective date:</b>	September 2008	
15	<b>QAA Benchmark Statement(s)</b>	Dance Drama and Performance	
16	<b>Date/outcome of last QAA engagement (or equivalent)</b>		
17	<b>PSRB(s)</b>	National Council for Drama Training	
18	<b>Date/outcome of last PSRB approval(s)</b>		

## Programme Aims and Learning Outcomes

<b>19</b>	<p><b>Programme Aims</b></p> <p>MMU General Educational Aims:</p> <ul style="list-style-type: none"> <li>• the development of students' intellectual and imaginative powers;</li> <li>• the development of students' understanding and judgement;</li> <li>• the development of students' problem solving skills;</li> <li>• the development of students' ability to communicate;</li> <li>• the development of students' ability to see relationships within what they have learned and to perceive their field of study in a broader perspective;</li> <li>• the stimulation of an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness; and</li> <li>• the development of students' ability to locate, assimilate and present information in any appropriate medium and from a range of sources</li> </ul> <p>Programme-specific Aims:</p> <ul style="list-style-type: none"> <li>• Creating an environment in which students may explore and develop a range of movement directing/ workshop leadership skills as well as developing the confidence, versatility and motivation to take up sustainable careers in the ever changing theatre industry</li> <li>• To promote the spirit of team work and cooperative learning</li> <li>• The maintenance of an appropriate range of resources and expertise to facilitate practice based learning</li> <li>• Contribute to the development of the subject area and curricula through research, professional practice, lecture demonstrations and performances.</li> <li>• To develop a deeper cultural context and understanding of the source of performance and training material specifically in relation to Movement.</li> </ul>
<b>20</b>	<p><b>Programme Learning Outcomes</b></p> <p><b>MMU General Educational Outcomes:</b></p> <p>Successful students will be able to develop and demonstrate transferable intellectual skills, in particular their ability to:</p> <ul style="list-style-type: none"> <li>• communicate clearly in speech, writing and other appropriate modes of expression</li> <li>• argue rationally and draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument</li> <li>• apply what has been learned</li> <li>• demonstrate an awareness of the programme of study in a wider context</li> </ul>

	<p><b>Programme-specific Learning Outcomes:</b> On completion of the MA programme students will be able to:</p> <p><b><u>Practice</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate the practical application of the skills required of group work, implementing, in practice, communication and observation theories and be responsive to the need to effectively plan and facilitate the participants learning in the area of movement.</li> <li>• Demonstrate and articulate clarity and discipline in both the creation and execution of the performance event showing an informed understanding of the demands of the rehearsal process and application of some of the theories, techniques and practices to which students have been introduced.</li> <li>• The acquisition of appropriate practice based research skills and an informed intellectual and critical understanding of associated theory.</li> </ul> <p><b><u>Informed Critical Reflection</u></b></p> <ul style="list-style-type: none"> <li>• Research and present an ambitious, compelling area of research demonstrating coverage of the subject, an in depth knowledge and understanding of key issues, concepts and problems relevant to the development of contemporary theory and practice with an awareness of the social, cultural and political contexts from which it emerged.</li> <li>• To identify and find solutions to conceptual, analytical and interpretative problems indicating ambition and awareness of its value to the area of theatre practice and research with a level of proficiency in applying the skills of organisation, analysis and synthesis of information.</li> <li>• Review significant forms, practices and traditions of teaching and group leadership and how the interaction between practice and theory can serve to empower and enhance creativity and originality.</li> <li>• To articulate an understanding of the role the practitioners training work plays in the making of performances and how this informs the extent to which personal practice and research process informs your own creative choices</li> </ul>
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21	<p><b>Stage Learning Outcomes</b> <b>PG Diploma</b></p>
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**Practice**

- Participate effectively in ensemble work, observing and critically commenting on their own and others use and approaches and to be responsive to the need to effectively be part of the ensemble.
- Demonstrate and articulate clarity and discipline in both the planning and execution of the warm up, workshop and performance event.
- To manage work loads, meet deadlines and negotiate and work responsibly, efficiently and sensitively towards an ensemble ethos, understanding the degree to which conscious and subconscious processes represents an important element in the realisation of a performance event.

**Informed Critical Reflection**

- Review significant forms, practices and traditions of teaching and group leadership and how the interaction between practice and theory can serve to empower and enhance creativity and originality.
- Review significant research methods of practitioners and how their work has developed and articulate an understanding of the role the practitioners training work plays in the making of performances and how this informs the extent to which personal practice and research process informs your own creative choices
- Articulating sound evidence and argument, with a level of proficiency in applying the skills of organisation, analysis and synthesis of information.
- To demonstrate an informed awareness of the interaction between practice and theory and developed the confidence to explore and debate ideas and, through various modes of engagement, analysis and dissemination with an awareness of its contribution to the subject area

**PG Certificate****Practice**

- Observe and reflect on their own and others use, tension in the body and voice and how to release it, an understanding the singing voice, coordination, rhythm, spatial and physical awareness.
- Participate effectively in ensemble work, observing and critically commenting on their own and others approaches and be responsive to the need to effectively be part of a group.
- Be responsive to the need to effectively manage work loads, meet

	<p>deadlines and negotiate and work responsibly, efficiently and sensitively with others</p> <ul style="list-style-type: none"> <li>• Demonstrate the practical application of the skills required of group work including creating the conditions for structuring the warm up and for working with the ensemble.</li> </ul> <p><u>Informed Critical reflection</u></p> <ul style="list-style-type: none"> <li>• Review significant practical and theoretical understanding of various key physical and vocal disciplines.</li> <li>• Articulate how their understanding of the interaction between practice and theory can serve to empower practice and enhance creativity and originality and how this contributes to their own process of work.</li> <li>• Present evidence and compelling argument and to have developed the confidence to explore and debate ideas through various modes of engagement, analysis and dissemination and demonstrate proficiency in applying the skills of organisation and presentation.</li> </ul>

<b>22</b>	<p><b>Teaching/Learning and Assessment Strategies</b></p> <p>The strategy employed on the programme is to align teaching and learning activities with clearly stated learning outcomes and appropriate modes of assessment. The programme is designed to introduce students to working methods that encourage responsibility for learning, self evaluation and team work.</p> <p>Staff will visit students on placements in order to support and monitor the student in their location. Host organisations will give feedback as well as providing student support. Assessment of workplace experience will be through journal and presentation.</p> <p>Strategy for supporting students Independent Work (Unit 7)</p> <p>There will be three tutorial weeks spread over term four. Students will bring work/work in progress/drafts/ recorded material to the first two tutorial weeks. They will be given feedback and support from tutors and the Learning Support staff member from the Faculty. They will present their final material at the third tutorial/assessment week.</p> <p>Practice is supported by: Workshops, rehearsals, performances, international study trips, student-led</p>
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presentation, lectures, seminars, self-directed study, progress reviews, group and individual tutorials, feedback tutorials, screenings, discussions, teamwork, exercises, information gathering/research and enquiry, visiting speakers, critical reflection and work based learning.

**Diagram to demonstrate evidence on which each unit's assessment is based**

<u>Unit</u>			<b><u>Evidence on which assessment is based</u></b>
<u>1</u>	<u>Remembering the body</u>	<u>20</u>	<u>Learning Journal 25%</u> <u>Practice 15% :</u> <u>Warm up 10%</u> <u>Practice Essay 50%</u>
<u>2</u>	<u>Movement theatre (Poland)</u>	<u>20</u>	<u>Learning journal 25%</u> <u>Seminar presentation 60%</u> <u>Practice 15%</u>
<u>3</u>	<u>The Physical Basis of Play</u>	<u>20</u>	<u>Learning journal 50%</u> <u>Practical work 15%</u> <u>movement direction 35%</u>
<u>4</u>	<u>Pedagogy/Communication</u>	<u>20</u>	<u>Learning journal 50%</u> <u>Practice Workshop leading: 25%</u>
<u>5</u>	<u>New York</u>	<u>20</u>	<u>Movement placement 25%</u>  <u>Learning journal 50%</u> <u>Seminar presentation 50%</u>
<u>6</u>	<u>Movement Direction Practice</u>	<u>20</u>	<u>Learning journal 25%</u> <u>Movement placement seminar presentation 75%</u>
<u>7</u>	<u>Independent work</u>	<u>60</u>	<u>Practical work 60%</u> <u>Contextual Essay 30%</u> <u>Presentation 10%</u>

**Postgraduate awards**

Sufficient credit for assessment for Postgraduate Diploma = 120 Credits

Sufficient credit for assessment for Masters = 180 Credits

NB 1 Credit = 10 hours student effort

1 Unit = 20 Credits

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<b>23</b>	<p><b>Programme structures, levels, credits, awards and curriculum map</b></p> <p><b>Curriculum Map</b></p> <p>'M' 20 Remembering the body</p> <p>'M' 20 Movement theatre (Poland). Piesn Kozla, Gardziencie</p> <p>'M' 20 The physical basis of play</p> <p>'M' 20 Pedagogy/Communication Micro teaching/ workshop leadership Movement Directing preparation</p> <p>M 20 Study trip New York Gabrielle Roth, Kristin Linklater, Anne Bogart, Nancy Stark Smith, Theatre Mitu</p> <p>'M' 20 Movement direction placements</p> <p>MA Research/ Independent project 60</p>
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**Personal Development Planning**

**The PDP conforms with the Faculty of Art and Design's PDP framework, whereby PDP is viewed as a process that is embedded within the curriculum**

The Personal Development Plan consists of two elements.

1. The journal in which offers a detailed analysis of the students work on the programme.

2. An individual PDP tutorial each term in which there will be a discussion of the students responses to the learning experiences they have encountered during the course of the year and identify a series of objectives that they hope to achieve during the next academic year. Students will write a brief for the tutorial in which they will cover the following areas for discussion in the tutorial and agree objectives for the term:

A general overview of the year – what they feel they have learned, how their process has developed, how the programme has begun to enable them to realise specific aspirations and aims.

Identify particular challenges that they have faced during the course of the year. These should be related to the academic work undertaken – e.g. voice, body, text-work, physical transformation, devising, study skills, concentration, stamina, discipline etc.

Assess the degree to which they have begun to overcome difficulties and the impact this may have had on their work, their self-confidence and their willingness to experiment and take risks. Are there any objectives that their have not been able to fully realise this year? If so, to what degree would their say their have begun to make significant progress in relation to such objectives. What areas of their work would they like to improve during the coming year and what strategies do they propose to put in place that will enable them to meet their desired goals/objectives?

If they could sum up their goals for the following term in three sentences what would they say?

**Staff guidelines for tutorial brief:**

General overview of the year – what the student says they have learnt, how their process has developed, how programme has helped them to realise specific aspirations and aims.

Have they identified particular challenges they have faced related to the

	<p>different aspects of the programme</p> <p>Does the student assess the degree to which they have begun to overcome difficulties and the impact this has had on their work, self confidence and willingness to experiment and take risks. Do they identify any objectives that they have or have not fully realized this year?</p> <p>Do they identify the areas they would like to improve on in the year and what strategies they will put in place to ensure they meet their desired goals?</p>

25	<p><b>Placement Learning</b></p> <p>The programme complies with the Institutional Code of Practice for Placement learning for all study activities taking place outside of the University campus that are deemed necessary for successful completion of the programme's units.</p>