

Module Specification

Module Title: Artistic Development: Arts Industry

Module code:	TBC	NQF level:	Level 5
Credit value:	20 credits	Semester of study:	1 and 2
Module type:	Compulsory	Pre-requisites:	None
Available to:	BA (Hons) Acting, BA (Hons) Actor Musician		

Module overview

Following a year focused on understanding the self, students turn their focus outward; to understanding the arts industry.

Students attend seminars and workshops in current industry practices; examining the infrastructure of theatre in the UK, including financial models and fundraising. Student led case studies introduce artists, theatre companies and venues. This collective approach among peers maximizes the student's ability to better understand the industry they are looking to engage with.

Students engage in research tasks designed to support them in identifying where their individual casting and skill set is most valuable to the current industry. Additionally, they explore their own potential to create opportunity and contribute to the future of the artform.

In preparation for Year 3, students engage in introductory seminars and workshops in self-employment, marketing and the development of a portfolio career.

In conclusion of Semester 2, students create a portfolio of key marketing materials in preparation for industry introduction.

Students document their experiences in skills modules, synthesising skills and applying learning in context. This depth of reflective practice continues to inform self-led personal development planning.

Aims

Artistic development is a continuous process. For the purposes of structuring this within an academic framework, we host this at levels 4, 5 and 6 as a three-year process divided into three modules. In its most summative form students look to; understand themselves (Year 1), their industry (Year 2) and how the former will exist within the latter (Year 3).

This compartmentalisation is functional and allows teaching staff to present focused and appropriate module content. However, from the outset students are taught that their artistic development is a continuous and transitory process, beginning with training and infinite thereafter. This is an active approach to inspiring entrepreneurship, introducing the skills associated with establishing and maintaining an artistic portfolio career.

The aim of this Year 2 module is to:

1. Support the student in understanding the infrastructure of the theatre and television industries.
2. Introduce the students to potential employment streams within theatre and related industries.

3. Introduce the skills associated with developing, sustaining and managing a portfolio career.
4. Explore the ways in which acting training can be used in a non-performative context.
5. Enable students to analyse the theatrical landscape, identify shifts and develop informed opinions about the future of the sector.
6. Introduce students to self-marketing within the creative industries.
7. Promote further artistic growth through continued professional development planning and reflective practice.

Learning outcomes

On successful completion of this module, students will be able to:

1. Demonstrate a detailed understanding of the theatre/film industries and the employment opportunities therein.
2. Create professional portfolio content in preparation for industry introduction.
3. Further develop as a reflective practitioner through skills synthesis and deeper analysis of artistic practice.

Learning and teaching methods

This module will be delivered through seminars and practical workshops, directed study and network cultivation, reflective writing, tutorials and 1-1s.

Contact hours and directed study (over semesters 1 and 2)

Delivery type	Student hours
Indicative hours for learning and teaching activities	80
Indicative hours of directed study	120
Total hours (100hrs per 10 credits)	200 hours

Opportunities for formative feedback

A progress tutorial, in conclusion of Semester 1, presents an opportunity for a timely dialogue between student and tutor regarding progress. Student and tutor will discuss use of movement skills in context and agree groups and content of material for performance assessment.

Having identified a key contributor to the arts landscape and potential future employer, students present a pecha kucha introducing their research subject to their peers.

Students produce an online portfolio as preparation for Year 3 industry introduction. Content to include an industry standard CV (Single Page).

Students will create an online portfolio hosting their reflective practice relating to all skills and artistic development modules. Portfolios should include research for project-based activities and conclude with a summative reflection on their development across Year 1 (1500). It is the summative statement being assessed but the quality of this work will be determined by the quality and consistency of personal reflection.

Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Marketing portfolio	TBC	20%	2
Reflective portfolio	TBC	80%	1, 3

Re-Assessment Method

Description of assessment	Length/Duration	Weighting	Module LOs addressed
Marketing portfolio	TBC	20%	2
Reflective portfolio	TBC	80%	1, 3

Indicative Reading List

- Henry, M. (2008). *How to be a working actor the insider's guide to finding jobs in theater, film, and television*. England: Back Stage Books.
- Arden P *It's not how good you are, it's how good you want to be*, (Phaidon, London, 2003)
- Parrish D T *Shirts and Suits: A Guide to the Business of Creativity*, (Merseyside ACME, 2005)
- Cottrell, S. *Skills for Success - The Personal Development Planning Handbook* (Palgrave MacMillan, 2003)
- Cottrell, S. *Critical Thinking Skills – Developing Effective Analysis and Argument* (2nd Edition) (Palgrave MacMillan, 2005, 2011)
- Tharp, T. *The Creative Habit – Learn it and use it for Life* (Simon & Schuster Paperbacks, 2006)
- Open University (2010) "Skills in Accessing, Finding and Reviewing Information", Safari, [online] Available from: <http://www.open.ac.uk/safari/>
- Cotterell, S. (2013) "Palgrave Study Skills", Palgrave Study Skills [online]. Available from: <http://www.palgrave.com/skills4study/>