

Course Unit Descriptor

<b>Study Programme:</b> Theatre Forms			
<b>Course Unit Title:</b> Applied Theatre 2			
<b>Course Unit Code:</b> MPP02			
<b>Name of Lecturer(s):</b> Hristina Mouratidou			
<b>Type and Level of Studies:</b> Master academic studies			
<b>Course Status (compulsory/elective):</b> Compulsory			
<b>Semester (winter/summer):</b> Summer			
<b>Language of instruction:</b> English			
<b>Mode of course unit delivery (face-to-face/distance learning):</b> Face-to-face			
<b>Number of ECTS Allocated:</b> 10			
<b>Prerequisites:</b> A pass grade in the exam of Applied Theatre 1			
<p><b>Course Aims:</b> The goal of the course is for students to become familiar through intensive practice with: the socio-pedagogical field of Theater in education; techniques from the field of Devised Theatre that support the creation of Theatre in Education; merging Theatre in Education with the methodology of Process Drama in order to plan interactive segments of the Theatre in Education program. In addition, to present the history and theoretical background of Theatre in Education and the artistic and pedagogical methods it uses.</p>			
<p><b>Learning Outcomes:</b> Students will be able to understand the similarities and differences between conventional dramaturgy, Devised Theatre and the dramaturgy of Theatre in Education. They will gain solid knowledge of the artistic and pedagogical context of Theatre in Education. They will be able to transfer their knowledge and practical experience with Process drama (1st semester) to the planning and management of the interactive segments of Theatre in Education. They will gain practical experience in creative methods for writing, rehearsing, acting and directing for Theatre in Education. They will gain practical experience in planning and running Theatre in Education programs to support the teaching of school subjects in formal education, as well as for adult education and wider social intervention.</p>			
<p><b>Syllabus:</b></p> <p><u>Devised Theatre</u></p> <p>Creation of short plays: practical exercises; written, material and audiovisual stimuli as a starting point for creating theatre; from abstract themes to the creation of concrete dramatic contexts; techniques of creative collaboration; development of the Devised Theatre scenario; different types of scenarios and different research formats in post-dramatic theatre; types of performing arts that can be incorporated into Applied Drama and Theatre through Devised Theatre.</p> <p><u>Theatre in Education (TiE)</u></p> <p>Different models and different audiences of TiE programs; connections between TiE, DiE (Drama in Education) and Process drama; actor-teacher in the TiE program and interactive facilitation of the program; socially engaged dramaturgy of TiE; identification and distancing; developing and writing TiE plays; topics, problems and solutions around production; international examples of exceptional cases of TiE; analysis of TiE programs created by students of previous academic years; writing, planning and executing TiE programs: practical exercises.</p>			
<p><b>Required Reading:</b> Jackson, Tony (ed.) <i>Learning through Theatre: New Perspectives on Theatre in Education</i>. Routledge, 1999; Oddey, Alison, <i>Devising Theatre: A Practical and Theoretical Handbook</i>. Routledge, UK, 1994; <i>The Journal for Drama in Education: T.I.E. Special Issue</i>. Bristol, UK, 2013; Wooster, Roger: <i>Contemporary Theatre in Education</i>. Bristol: Intellect, 2007.</p>			
<b>Weekly Contact Hours:</b> 6	<b>Lectures:</b> 2	<b>Practical work:</b> 4	
<p><b>Teaching Methods:</b> Practical exercises, theoretical lectures, practical workshops led by the lecturer, scenarios written by students in small groups (with the supervision of the lecturer and independently), student rehearsals in small groups (with the supervision of the lecturer and independently), presentation of the results of rehearsals, analysis of the results of practical exercises and rehearsals through group discussion, reflection on the experiences gained through group discussion, independent student work.</p>			
<b>Knowledge Assessment (maximum of 100 points):</b> 100			
<b>Pre-exam obligations</b>	Points	<b>Final exam</b>	Points
Active class participation	15	Practical exam	40
Practical work	35		
Essay	10		
The methods of knowledge assessment may differ; the table presents only some of the options: written			

exam, oral exam, project presentation, seminars, etc.