

2023

Looking, Thinking, Doing Theatre - B (THE-X-KDDB-23)

General information

Course ID

THE-X-KDDB-23

Course type

Module

Credits (ECTS)

13 ECTS

Language of instruction

English

Study Year

Year 3

Offered by

HKU Theatre

Contact time (hours)

88

Self-tuition (hours)

220

Course information

Content 1

Watch-Think-Do 3 (also known as HKU Theatre-wide interdisciplinary projects) focuses on creating (designing and elaborating on) new work in a broad cultural and social field. Within the development of projects, particular attention is devoted to certain relevant venues and contexts, for specific, sometimes new, audience groups, to cultural and social issues, and to artistic and technological developments.

Interdisciplinary approach

Work is done in interdisciplinary groups, with students from graduate programmes within and outside HKU Theatre. Partly as a result of the collaboration with other disciplines, you will be inspired to explore other forms of elaboration in addition to the theatre performance, such as film, installations, experiential space, sound performance, or a form aimed at audience participation, such as a game-related performance or educational workshop.

External partners / external audience

In addition, there is collaboration with external partners who offer knowledge, an audience/target group or a stage/presentation venue, such as museums, theatre festivals and theatre companies, and partners in the public domain, such as social or educational organisations (e.g. a care home, an asylum seekers' centre or an educational institution). The work created is shown outside school in the professional field / to an external audience

Project-based work

Each project addresses all the components of project-based work. This may include formulating, putting out or responding to a question, dilemma or goal, independently and working systematically within a set budget, creating a constructive working method (facilitating individual and group contributions), carrying out research, concept development, design meetings and (interim) presentations of work in progress, such as research presentations, concept presentations, final presentations and evaluations. For each project, an assessment is made of the possibility

or need for supporting (guest) lessons, expert meetings, visits or discipline-specific lessons/workshops.

Inspiration sessions

Prior to the project periods, four inspiration sessions are organised in preparation, exploring the breadth of the work field and your own direction/position in projects. You will receive a practical and substantive introduction to the possibilities in blocks 3 and 4, for both the projects offered by HKU and those that can be initiated by students themselves. You will have the opportunity to get acquainted and exchange ideas with each other (or possible co-makers), you will meet experience experts (4th-year alumni/professional makers) and possible (future) partners. This will provide you with better insight for making a practicable choice that suits you best.

Learning objectives

On completion of the module, you can:

- as part of an assignment, develop your personal artistic style, conduct research, generate and produce material and develop and realise concepts, all within an interdisciplinary context
- apply the various components of a professional production process and reflect on it
- use your artistic and professional skills within a collaborative making process, leading to one or more final products
- collaborate with future partners and makers from other disciplines, for an audience

Entrance requirements

Year 1 passed

Module context

This module builds on Watch, Think, Do 1 and 2.

Competences

Competences

- 01. Artistic skills

The art teacher has a coherent artistic vision on the basis of which he creates artistic processes and products, with which he inspires and coaches students in their personal artistic development.

- 01. Creative skills

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- 02. Educational and teaching skills

The art teacher has a broad spectrum of pedagogic and didactic knowledge and skills, with which he creates safe and strong learning environments for individual students and groups of students.

- 03. Explorative and reflective skills

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- 03. Interpersonal skills

The art teacher has a broad spectrum of communicative knowledge and skills, with which, on the basis of his ambassadorship for the arts, he creates effective interactions and forms of collaboration in various professional contexts.

- 04. Contextual awareness

The art teacher identifies and studies relevant developments in the (cultural) diversity of the globalised society. He seizes chances and opportunities for forging a link to professional practice in a businesslike and organised manner.

- 05. Critical reflective and explorative skills

The art teacher uses reflection and research to gain insight and knowledge for functioning as a professional. He utilises his research skills in encouraging students to develop an exploratory attitude and in supervising them in conducting simple research.

- 05. Entrepreneurial attitude

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- 06. Communication skills
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- 07. Ability to collaborate
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Education forms

Information Instructional modes

Project

Attendance / Participation requirement

You must participate in the inspiration sessions.

You must be fully available from Tuesday to Friday during the project periods (100% attendance required) for the project.

During this project period, you are expected to attend all the guest lessons, workshops, presentations, seminars, etc.

Instructional modes

- Project

Assessment criteria

Assessment criteria

In your concepts, the making process and the final product, you demonstrate the following:

1- Creative capacity (BTH) / Artistic (BDT)

Ability to translate your personal vision into creative/original material and a layered, innovative execution, based on the requirements/needs of the external partner

2- Investigative and reflective capacity (BTH) / Critically reflective and investigative (BDT)

Ability to explain which different strategies, including dramaturgical ones, you have applied; being able to reflect on your own development in the collaborative making process, through research, self-reflection and a final interview that includes feedback from fellow students, coaches and partners from the professional field.

3- Communication skills (BTH) / Interpersonal (BDT)

Ability to communicate in a professional and inspiring manner about substantive, production-related and organisational aspects with fellow students, supervisors and external partners and being able to promote the created work through various forms of publicity.

4- Ability to collaborate (BTH) / Interpersonal (BDT)

Being able to apply your professional expertise and makership flexibly, yet autonomously, making use of the knowledge and skills of your fellow makers, through a clear division of tasks and joint reflection during the process.

5- Entrepreneurial skills (BTH) / Cultural and contextual awareness (BDT)

Organising your work through interaction with other students, including connecting with artistic, business or socio-cultural contexts, production tasks and business tasks.

Deliverable

Depends on the project, portfolio and form of reflection

Tests

Lecturer / Committee Assessment

Lecturer Assessment

Explanation of tests

In the interdisciplinary projects, the student is assessed at the end of the project (the so-called summative test):

- on the contribution to the process and the contribution to the product;
- as a member of the project group (who did what) and on the individual role and contribution (from which role did you do what).

This assessment yields the 11 ECs.

During the project period, the project group receives regular feedback and feedforward from supervisor(s), directly or indirectly (via supervisor) from external(s)/clients and fellow students, including through written peer feedback (the so-called formative assessment).

Halfway through the project period, there is a midterm meeting with the individual students in which feedback and feedforward is given on the process and the concept of the end product.

Tests

- Project assesment

Performance

Test weight

100

Minimum grade

A satisfactory result

Credits

13

Grading scale

Pass/fail

Assessment criteria

Lecturers

Lecturer

- A de Veij
- Examencommissie
- M Verboom
- T. Liu

Contact person

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