



**L-Università
ta' Malta**

Bachelor in Theatre (Honours)

Course overview:

The Bachelor in Theatre (Hons) programme is aimed at giving you a wide perspective of the practices as well as the histories and theories related to theatre and performance.

The Bachelor in Theatre (Hons) offered by the School of Performing Arts differs from the Bachelor of Arts in Theatre Studies (Hons) offered by the Faculty of Arts by having more practice-based study-units in Year 1 with a focus on a range of essential knowledge and basic skills necessary in staging practices, such as lighting, sound, stage design, scenography, prop-making, costumes, as well as risk assessment and health and safety awareness.

The first year of study equips you with foundational knowledge and skills for more in-depth study later in the course, including: practical units in performance and staging skills, acting styles and approaches, as well as historical perspectives of theatre. Years two and three focus on more specialised subjects, including training and composition processes, theories of acting, performance criticism, applied/community performance, focused aspects of theatre history and theory, as well as arts and cultural management. In year three, you are given the opportunity to write a dissertation and research further any area of theatre and performance of their own choice.

Throughout Years 1 to 3, you are taught in a balanced mix of classroom-based and studio-based study-units, combining theoretical and practical experiential approaches and assessment. A diverse range of teaching methods are employed, including:

- seminars and workshop sessions focused on prescribed reading or other learning assignments
- practical studio teaching, including the development of creative performance projects
- independent learning on set projects of creative academic study
- lectures
- screenings
- visits to theatres and performance events
- work-based learning and placements.

Learning is assessed by:

- Submission of written work in a variety of formats to provide the most appropriate means of testing learning outcomes on individual study-units
- Written examinations for some study-units, including two synoptic papers in year 3
- Oral presentation, often supported by visual material
- Contributions in class, including oral, intellectual, practical and creative contributions and evidence of preparation
- Observation of group and individual process on practical projects
- The presentation of practical/creative work through public and/or in-class performances.

Learning outcomes:

The Bachelor in Theatre (Hons) provides opportunities to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

(a) Subject Knowledge and Understanding of

1. key practitioners, practices and theorists of performance, which may include writers, critics, directors, actors, artists, designers, ensembles, and producers,
2. historical and contemporary contexts of the production and reception of performance,
3. the relationship of performance (its making and reception) to its material, cultural and historical contexts, forms and traditions of performance (and other disciplines contributing to performance), and theoretical explanations of their impact,
4. traditional and contemporary critical perspectives on performance, and of relevant theories, issues and debates informing performance and the academic subject,
5. the interplay between theory and practice,
6. the processes and components by which performance, or elements of performance, are created, realised and managed: including the reading of written text and other source material; processes of rehearsal; writing and dramaturgy, devising, directing, design, stage and technical management, and producing,
7. the impact of theatre and performance within a range of social, educational, and community contexts,
8. the reading, analysis, documenting, and interpreting of performance,
9. the role of the audience: the performance and production skills necessary to communicate with audiences.

(b) Intellectual Development and Skills

1. to read, understand, and engage analytically with a range of texts, performances, and other source material,
2. to research, evaluate, and productively apply information from a number of sources (written, visual, aural) in order to develop and present a coherent understanding of the theory and practice of performance,
3. to critique performance events and processes, both their own and of others,
4. to undertake and manage extended independent and creative research,
5. to understand processes of creativity and deploy and critique these in their own work,
6. to document, and analyse processes of making performance,
7. to understand and apply appropriate interdisciplinary practices, concepts, and skills,
8. to present coherent arguments, verbally and in writing,

9. to understand the relationship of performance to a range of critical, historical, and cultural frameworks for its production and reception,
10. to engage with current debates on theatre arts, productions, cultural policy, and funding.

(c) Key / Transferable Skills

1. work with others, collaboratively, utilising a variety of team structures and working methods, and understanding group dynamics and handling interpersonal issues,
2. develop and pursue creative projects within specified resource constraints of time, space, and/or budget, thus developing problem solving skills,
3. manage workloads to meet deadlines, and sustain focus for extended periods working on independent creative projects, developing autonomy and self-management,
4. use information retrieval skills, involving the ability to use information resources and technology, gathering and critically evaluating material,
5. identify health and safety issues and undertake risk assessments,
6. negotiate effectively with a variety of agencies (inside and outside the programme) thus developing interpersonal skills,
7. communicate effectively, to a professional standard, coherent arguments and propositions in a variety of media, verbally and in writing, using appropriate communication and presentation technologies,
8. undertake basic design, set/prop-construction, and technical work,
9. reflect on your own learning and development, identifying strategies for development, exploring strengths and weaknesses and developing, as the programme progresses, autonomy in learning and continuous professional development.

(d) Other Skills relevant to Employability and Personal Development

1. to comprehend, analyse, and critically interpret texts, policy documents, funding and job applications, as well as equipped to generate the same, especially but not exclusively in the creative industries,
2. to appraise and produce informed and specialised documentation about public events,
3. to trace, assess, and synthesise information and data from a range of sources, both primary and secondary, printed, electronic, and other,
4. to undertake research, including bibliographical and documentation techniques, performance and textual analysis, as well as other research methodologies,
5. to use archives, texts, electronic technology, and other knowledge resources,
6. to support creative work with research, appropriate documentation, and conceptual consideration,

7. to communicate effectively across a wide range of socio-cultural scenarios and expectations, spanning from local, town-level activities, to national popular culture events (e.g. religious celebrations and Carnival), to 'high culture' occasions (e.g. opera).

8. to take effective decisions about many aspects of art and culture.