ROSE BRUFORD COLLEGE
Module Specification

1. GENERAL INFORMATION

Title	Creative Lighting Technologies
Module code	CLC421
Credit rating	40
Level	4
Indicative scheduled learning and teaching activities	120 hours
Pre-requisite Module	N/A
Co-requisite Module	N/A
School responsible	Design, Management and Technical Arts
ECT*	20
Notional hours of Learning**	400

2. AIMS

The module aims to:

- Introduce you to the key design principles, processes and technologies of performance lighting
- Establish the principles of lighting programming, and the contribution and processes of the lighting programmer
- Provide you with a range of skills to enable you to plan and communicate lighting ideas and information using a range of computer aided design (CAD) and visualisation software to prepare you for production and other work at level 5

3. BRIEF DESCRIPTION OF THE MODULE

CLC421 introduces you to the fundamental technologies of performance lighting and the techniques of using them to manipulate light on stage. This will develop into an examination of the role of light in altering the viewer's perception of people, objects and space, and how light can be used to convey narrative. Your practical work will be contextualised through examining the work of key theorists.

Through the module you will become familiar with the development of lighting control from mechanical through to analogue and digital electronic control, and then examine the basic principles of lighting programming and control protocols.

You will acquire the skills to enable you to facilitate the development of a design through a range of visualisation tools (both paper- and software-based), and to document, communicate and implement the design using CAD and similar tools.

* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 20 UK credits, this will equate to 10 ECT.

** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

4. INTENDED LEARNING OUTCOMES

Category of outcome	On successful completion of this module, you will be able to:
Knowledge and understanding	Explain the contribution and processes of the lighting programmer and the principal concepts of lighting programming (A1, A5, C3)
	Compare a range of lighting control protocols and explain the basic principles of automated lighting systems (A6)
	Apply the principal properties of light to manipulate or alter the viewer's perception of objects and space (A1, A2)
Intellectual skills	Evaluate and select appropriate programming strategies for a range of theatre production contexts (B1, C3, C11)
	Justify your choice of visualisation and communication techniques and processes in relation to those used in wider professional practice (B1, B4)
Practical skills	Operate a designated lighting console to a degree of proficiency appropriate for small/mid-scale theatre performance (C3)
	Plan and programme a lighting plot in response to a given brief that makes use of a range of key programming techniques and principles (C1, C3)
	Select and deploy appropriate techniques and technologies to plan, communicate and document a lighting design (C1, C2)
Transferable skills and personal qualities	Manage your own time and working processes in a structured environment (D1)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures and seminars introduce you to the principles that underlie creative lighting technologies for live performance. Workshops and laboratory projects examine automated lighting technologies, and programming principals giving you the opportunity to practice programming to a given brief. The purpose of visualisation and communication techniques and the principles and processes that underlie them are explored. Further classes focus on specific skills, which are then developed through independent study using software-based visualisation and communication tools, and supported by tutorials and 'drop-in' support sessions. Site visits to performance venues and hire companies will contextualise your learning within 'real-world' industry practice.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within module (if relevant)
Formative Assessment Presentation of laboratory-based lighting programming project, with accompanying technical documentation	**10-minute presentation and technical documentation**	
Practical Project Presentation **Practical Project** (Laboratory project to (1) document a lighting design to a given brief; (2) recreate a second design to given documentation)	Visualisation & technical documentation and a 1000-1500 word evaluative essay	**100%**

Date of current version	July 2018

ROSE BRUFORD COLLEGE
Module Specification

1. GENERAL INFORMATION

Title	Visual Production
Module code	CLC422
Credit rating	40
Level	4
Indicative scheduled learning and teaching activities	90 hours plus project development time
Pre-requisite Modules	N/A
Co-requisite Modules	N/A
School responsible	Design, Management and Technical Arts
ECT*	20
Notional hours of Learning**	400

2. AIMS

The module aims to:

- Introduce you to the principal conceptual, aesthetic and technical issues concerning the use of media in live performance
- Enable you to design simple projection systems and to deploy video content using media servers as part of a live performance
- Emphasise the holistic integration of creative, technical and organisational skills, and contextual research and understanding

3. BRIEF DESCRIPTION OF THE MODULE

The module builds on module CLC421 *Creative Lighting Technologies*, broadening your knowledge of current control protocols, so preparing you for work on projects with more complex lighting and media systems. CLC422 introduces you to the fundamental principles of digital video projection in live performance. You will begin by becoming familiar with the key technologies of performance video and how to use them to create and manipulate images on stage, using pre-existing content. You will examine the relationship between video images, projection surfaces, light and space, and how projected media can be used to convey thematic content and meaning in a performance context.

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During the module, you will:
- Learn to use a range of software to develop visual content initially in classes, becoming increasingly independent and self-directed as you become more proficient. Workshops will allow you to experiment with techniques and materials in order to meet specific design briefs, culminating in a performance design proposal.
- Be introduced to projection system design and technologies.
- Examine a range of conventions, concepts and practices, as well as the key practitioners, who have adopted digital media as a central element of performance.

4. INTENDED LEARNING OUTCOMES

Category of outcome	On successful completion of this module, you will be able to:
Knowledge and understanding	Identify a range of projection and media server technologies and their applications (A6)
	Examine the aesthetic and technical relationships between the image, the projection surface, and the performance space (A2, A6)
	Locate the role of lighting and media technologies in conveying narrative and meaning in a range of current live performance practices (A2)
Intellectual skills	Carry out self-directed research into a well-defined aspect of digital and media performance, using identified resources and justifying your response to the allocated source material (B1, B2, B3, B4)
	Critically evaluate the success of your chosen approach (B5)
Practical skills	Create and demonstrate an appropriate design scheme in response to your allocated source material (C1, C2, C3, C10, C11)
	Design, capture and prepare for use basic visual media content using video and photographic technologies (C4, C3)
Transferable skills and personal qualities	Independently manage your project to a clearly defined brief and schedule (D1, D8, C5)
	Present your ideas and arguments clearly, using communication techniques appropriate to a seminar presentation (D4)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Much of your learning on this module is through self-directed study, supported by briefings and regular tutorials to monitor and guide project development. In practical work, you will act as crew for the projects of your peers, and as audience to the final performance and presentation, encouraging peer learning and feedback.

Lectures, seminars, workshops and site and performance visits introduce the cultural, aesthetic and organisational values and principles that inform a range of different theatrical types of performance. You will also be introduced to key conceptual, aesthetic and technical issues and provide case studies. This context will suggest a variety of 'points of departure' to help you to develop your own response to the allocated source material. You will learn to use media

servers and associated lighting control systems initially in the classroom, and then increasingly independently as you become more proficient.

Workshops based in a laboratory environment will allow you to experiment with technologies and materials in order to achieve specific design briefs, culminating in a laboratory based pitch.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within module (if relevant)
Formative Assessment: Realised project (Create and deploy video material as part of a short presentation)	3-5 minutes	
Performance Project Presentation (Presentation of laboratory-based 'pitch' for a project design for the allocated source material, and development and technical documentation)	**20-minute presentation plus technical documentation**	**100%**

Date of current version	July 2018

ROSE BRUFORD COLLEGE
Module Specification

1. GENERAL INFORMATION

Title	The Practitioner in Context
Module code	DMT411
Credit rating	40
Level	4
Indicative scheduled learning and teaching activities	110 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Hansjorg Schmidt
ECT*	20
Notional hours of Learning**	400

2. AIMS

The module aims to:

- Introduce you to the artistic, cultural, social, economic and health and safety contexts in which you will operate as a professional practitioner
- Encourage you to ask questions of performance, such as "what is required for a performance to take place?" and "what is the relationship between the performance and the audience?"
- Introduce you to some of the essential processes of performance making
- Introduce you to the academic requirements of degree level study and the practice-based researcher, giving you key study skills you will need, including critical thinking, research and analysis, and presentation skills

3. BRIEF DESCRIPTION OF THE MODULE

The module lays the foundation for your studies throughout your programme. You will be introduced to learning, researching, analysing and investigation techniques. You will develop key skills that will enable you to become an increasingly independent learner and practice researcher. You will learn a range of strategies for analysing different kinds of source material (such as live and recorded performances, scripts, visual material, on-line sources, and books) and techniques for documenting and communicating your ideas in written, visual and seminar presentation forms.

You will also undertake your research through practical, supervised projects such as installations, presentations and small-scale laboratory performances, as well as written study, giving you the opportunity to develop your abilities, and diagnose strengths and weaknesses in your skills.

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The module focuses particularly on the relationship between the 'audience' and performance, scenographic and production interfaces, understanding how a piece is 'read' and differing aesthetics. You will develop your understanding of how different performance events emerge out of their social and cultural context, and how they can be analysed and understood through a range of conceptual frameworks. The module will also extend the range of practitioners, companies, artistic movements, performances and other artistic works with which you are familiar.

You will be asked to be increasingly independent in your work, taking greater responsibility for identifying sources of information and selecting the most appropriate means to communicate your findings and argument.

You will also be introduced to the basic principles of health and safety regulations and practice, including the obligations you have to yourself and to others, and how to undertake risk assessments and draw up method statements.

4. INTENDED LEARNING OUTCOMES

Category of outcome	*On successful completion of this module, you will be able to:*
Knowledge and understanding	Analyse a range of performance forms and explain the social, historical and cultural contexts in which they operate (A1, A3)
	Identify the key creative and aesthetic principles which inform different types of live performance (A2)
	Analyse the key contexts in which performance practitioners operate (A1)
	Demonstrate the principal processes involved in creating a live event (A5)
	Prepare a risk assessment for a straightforward activity, following established procedures (A5)
Intellectual skills	Formulate appropriate research methods in response to a well-defined brief (B2, B3)
	Develop and express an argument that takes account of conflicting information and different viewpoints (B4)
	Analyse, evaluate given source material, and formulate an imaginative response (B1, B3, B5)
Practical Skills	Apply basic concepts to a range of well-defined performance-making tasks (C11)
Transferable skills and personal qualities	Select communication techniques appropriate to the content and audience (D4)
	Independently manage your time and workload in the context of a well-defined project schedule (D1)
	Contribute effectively to an inter-disciplinary team to implement a well-defined task (D2, D7)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The module introduces the student-centred learning that characterises the programmes in the School of Design, Management and Technical Arts. The module content is delivered through a series of lectures, seminars, individual and group exercises, and practical projects, which are undertaken in mixed groups of students from different programmes. This mixing ensures that you will encounter a range of perspectives, encouraging you to ask questions of the work and

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yourself. Briefings, tutorials, supervised practical sessions, tutor-led seminars and debriefings ensure that you are supported both in carrying out project work and in reflecting on what you have done. As you progress through the module, there is an increasing emphasis on your ability to set your own objectives and methods appropriate to the task.

The College's virtual learning environment supports your work in the module by providing study materials.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within module
Formative Assessment Case study: a short group presentation researching, analysing and contextualising a given event or performance. As part of the report, you will submit an individual bibliography. This assignment is diagnostic, to check that you can work as a team, correctly reference, use suitable sources, create and format a bibliography in accordance with the College style sheet, and present to your peers.	**10 minute group presentation and bibliography**	
Practical project Realised creative interpretation of a given piece of source material in a format appropriate to your discipline (for example: installation, laboratory-scale performance)	**Group practical project**	**50%**
Written Assignment or Seminar Presentation Self-directed written study or seminar presentation of a given practitioner, company, artistic movement or cultural artefact.	**150-200 word proposal & source list and 20 minutes or 2500-3000 word assignment**	**50%**
Risk Assessment Assignment Preparation of a risk assessment for a given activity.		**Pass/fail**

Date of current version	September 2017