

Summary of intended themes and structure of the programme with short descriptions of modules and useful links for you to further explore the themes and the types of artists/companies you are likely to work with.

Performing Change

Performing Change I: Skills (Year 1)

In your first semester you will take 4 classes a week dedicated to training in a particular theatre-making skill area, for example Voice, Movement, Lighting and Design. This class involves two-hour intensive training sessions, a weekly reflective quorum, and is assessed through participation and a reflective journal.

Performing Change II: Solo Performance (Year 1)

In Solo Performance, you will learn the skills (devising, design, text, stagecraft) to create a 5-7minute solo performance exploring the theme of Social Change. This class presents the opportunity to reflect on the question: Who am I to make the change? Through workshops, independent rehearsal, guest talks and more.

Indicative artists/works studied: [these were hyperlinked previously] Travis Alabanza (Burgerz), Kieran Hurley (Heads Up), Tania El Khoury (Maybe if you choreograph me, you will feel better), Bryony Kimmings (Credible Likeable Superstar Rolemodel), Anna Deavere Smith (Twilight: Los Angeles)

Performing Change III: Group Facilitation (Year 2)

In Group Facilitating, you will learn how to run workshops with your peers, communities and client groups. A close study of facilitation techniques will teach you how to speak to and galvanise groups of people and know which techniques work best in different contexts. This course is assessed through your successful running of a workshop for your peers or members of the public.

Indicative facilitators/works studied: [add hyperlinks] Creative English, Cardboard Citizens, Graeae, London Bubble

Performing Change IV: Group Devising (Year 2)

In Group Devising, you will learn the techniques to work with your peers to create performance/s themed around the community, cooperation, competition, and collaboration. You will learn the skills to work effectively in a group setting, create positive environments for collaboration, and co-devise meaningful performance.

Indicative artists/works studied: Barbara Cleveland, Lightning Rod Special, Phosphoros Theatre, Ridiculusmus, Sh!t Theatre, Drinking Rum with Expats

Performing Change V: Independent Performance Project (Year 3)

Your final creative project will be a full-length production, devised either individually or as a group. Honing your skills and interests (be they in performing, design, direction, etc.) over this year-long course will not only provide you with the skills to make a stellar piece of performance available for touring or further development but will also provide you with the space to support each others' processes, and to reflect on how an artwork might be part of a larger campaign for social change.

Activating Change

Activating Change I: Practices of Freedom (Year 1)

You will learn about the history and theories behind various social movements through the art, artists, theatre and performance activism that helped inform these movements. You will engage with a broad range of contemporary thinkers which have inspired social change. This course will be taught through lectures and seminar discussions and will be assessed via presentations and a short essay.

Thinkers studied include: Audre Lorde, Angela Davis, Naomi Klein, bell hooks, and Paul B. Preciado.

Works and movements studied include: ACT UP! (AIDS Coalition to Unleash Power!); Claudia Jones and the Notting Hill Carnival; Standing Rock (#NoDPL) protests and the Indigenous Environmental Network; Disability Rights Activism and occupations of public space.

Activating Change II: Change in the Field (Year 2)

This is a lecture series, each week you will host a guest speaker from a different theatre-maker and/or activist working currently in the field of Theatre & Social Change offering a range of perspectives. You will also have the opportunity for a workshop and/or group discussion with each guest. This course will be assessed via an essay on a topic of choice.

Activating Change III: Independent Research Project (Year 3)

In your third year, you will write a dissertation on a topic of your choice and spend the year researching, discussing, planning and executing various aspects of the dissertation. You will be encouraged to access resources from archives and libraries across London such as the LADA Study Room, the Women's Art Library, and the Stuart Hall Library at Iniva. Those who are scared about long pieces of writing fear not, as there are many opportunities for feedback and planning with your tutors to ensure you can write a meaningful analytic dissertation.

Producing Change

Producing Change I: London & Social Change

Every week, you will take in a different performance at or visit a different London venue, each chosen for their place in the Theatre & Social Change ecology. Some visits will be to see plays/artworks that are themed around social change, while other visits will be to organisations/movements that work in London engendering social change. Each visit is followed up with an in-class discussion. Assessment for this class is via journal submission.

Producing Change II: Producing on Paper / Producing in Practice

This introduction to Producing will include basic and intermediate skills related to being a successful arts and culture producer, training you to either work as an independent producer or work inside a more formal company. By the end of Producing on Paper, you will be prepared to do an Arts Council England application as well as other paperwork associated with producing, with a special focus on Project Planning, Writing Copy and

Budgets/Cashflow. Assessment for this course will be done via submission of 1 or 2 project applications. Indicative applications studied: Arts Council England, Jerwood New Work Fund, National Lottery Heritage Fund, Paul Hamlyn Arts Access

For Producing in Practice, you will work with a Changemaker/Activist/Campaigner in Residence to reflect on life at Rose Bruford/Sidcup and think about what changes need to be made. You will learn to listen to your local community, reflect on what needs to be done, design a local campaign, create the campaign and evaluate its successes/failures. Assessment will be done via submission of a reflective portfolio. Indicative campaigns/models studied: #AllOfUs, Disabled People Against Cuts, Liberate Tate, Migrants in Culture, Reshape Network

Producing Change III: Producing for the Fringe(s)

This focuses on practical producing, preparing you to support full productions from start to finish. Drawing on models from both large institutional productions and fringe artists, you'll learn about overall producing, from strategy to marketing to social media engagement to evaluation. Assessment for this course will be done via the submission of a portfolio. Indicative producers/producing methods studied: Fringe Society - Edinburgh, Something to Aim For, Sonia Friedman, Total Theatre, Wayward Productions

Producing Change IV: Work Placement (Rotations)

For this second-year module, you will be placed with a small group and go through a rotation for different work placements, spending 1 day a week, for 3-4 weeks each, embedded in a different company/social change organisation. Your cohort will learn about the culture of work in each space, assist with essential skills, and be mentored by a member of the local team. Assessment for this course will be based on a 5-7 minutes presentation about a reflection of your time with one particular organisation.

Producing for Change V: Placement

This is an independent, 6-month placement (approximately 1 day a week, but can be structured in various ways) with a cultural, arts or social change-focused organisation and supported by weekly group discussion. You will develop a new plan for your placement organisation (a new festival, a new strategic approach, a new programme strand) and present your plan to top arts professionals at your final year Social Change Showcase. Assessment for this course will be done via the submission of a portfolio.

Reflective Practice

Reflective Practice is part of our broader intention to support your experience on the course, by providing a vital structure for in-depth reflection on your creative, learning and working practices.

Reflective practice is a tool for improving your learning and has huge benefits in increasing self-awareness, engaging creative thinking skills and in developing a better understanding of others.

Through reflective practice sessions (bi-weekly in **L4**, monthly in **L5 & L6**), we'll come together in small groups to take time to think about how we're doing, how we're communicating and how we can do better - both individually and collectively as a community.