



MCAST

MQF/EQF Level 6

CA6-10-21

B.A.(Hons) in Performing Arts

Course Specification

Course Description

The professionalization of the performing arts has been a national priority for the sector for the last few years. This multi and interdisciplinary undergraduate programme responds to this priority and gives learners the opportunity to work hands-on in creative environments through joint collaboration with industry stakeholders to manage and produce performing arts projects for both artistic and commercial practices. According to their chosen units (management, acting, dance, music, light, sound, costumes, set/props) learners acquire a broad range of skills and techniques focusing on performing arts productions, through critical analysis, research and practical assignments. In their final year, learners are given the opportunity to research and develop their own individual practice.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

- 1. Investigate, interpret and critically evaluate a range of performing arts productions and techniques.*
- 2. Develop in-depth understanding of the professional handling of various performing arts tools and equipment.*
- 3. Take responsibility to manage and direct group-work activities while engaging with complex situations in performing arts production.*
- 4. Develop own individual professional identity and practice in the performing arts.*

Entry Requirements

Any MCAST Advanced Diploma

Or

2 A-Level passes and 2 I-Level passes

Preferred A-Levels: Art, Music, Philosophy, Sociology, and Theatre & Performance

Other Entry Requirements

Applicants may be asked to sit for an Interview and/or an Audition.

Key Information

Awarding Body - MCAST

Accreditation Status - Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process Post-Graduate Diploma Post-Graduate Certificate	90-120 60 30	Less than 30
Level 6	Bachelor ²³ /Bachelor (Hons.) ²⁴ First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification Undergraduate Higher Diploma Undergraduate Diploma Undergraduate Certificate VET Level 5 Programme ²⁵	120 90 60 30 60-120	Less than 60
Level 4	Pre-Tertiary Certificate VET Level 4 Programme ²⁶ MATSEC Certificate	30 120 NA	Less than 120
Level 3	VET Level 3 Programme ²⁷ General and Subject Certificate	60 NA	Less than 60
Level 2	VET Level 2 Programme ²⁸ General and Subject Certificate	60 NA	Less than 60
Level 1	VET Level 1 Programme ²⁹ General and Subject Certificate	40 NA	Less than 40
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report*, 4th Edition. NCFHE.

Total number of Hours: 4500

Mode of attendance: Full Time

Duration: 3 Years

Target audience for MCAST full-time courses is 16 to 65+

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts

Mosta Campus

Misraħ Ghonoq Targa Gap,
Mosta

**Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,**
Luqa Road, Qormi

Gozo Campus

J.F. De Chambray Street
MCAST, Għajnsielem
Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as

well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <https://www.mcast.edu.mt/college-documents/>

The Programme Regulations referenced below apply. (DOC 005 available at: link <https://www.mcast.edu.mt/college-documents/>

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 - 10 hrs	25 hrs	20-15 hrs*
2	10 - 20 hrs	50 hrs	40-30 hrs*
3	15 - 30 hrs	75 hrs	60-45 hrs*
4	20 - 40 hrs	100 hrs	80-60 hrs*
6	30 - 60 hrs	150 Hrs	120-90 hrs*
9	45 - 90 hrs	225 hrs	180-135 hrs*
12	60 - 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 005 available at: link <https://www.mcast.edu.mt/college-documents/>

Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

For access to instructions on how to apply online please visit <https://www.mcast.edu.mt/online-applications-2/>

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CAPFM-506-1826	Contextual Studies	6	1	B
CAPFM-504-2101	Media for the Performing Arts	4	1	B
CAPFM-504-2102	Performing Arts Industry	4	1	A
CAPFM-504-2103	Preparation for Text-based Production	4	1	A
CAPFM-506-1802	Text Based Production	6	1	B
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1905	Critical Thinking I	3	1	B
	Year 1 Option 1*	6	1	
	Year 1 Option 2*	6	1	
	Year 1 Option 3*	6	1	
	Year 1 Option 4*	6	1	
	Year 1 Option 5*	6	1	
CAART-506-1515	Critical Studies and Research Methods	6	2	AB
CAPFM-506-1814	Semiotics and Performing Arts	6	2	A
CAPFM-506-1815	Preparation for Community Based Production	6	2	A
CAPFM-506-1816	Community Based Production	6	2	B
CAPFM-506-1817	Placement in the Performing Arts	6	2	A
CAPFM-506-1818	Advanced Placement in the Performing Arts	6	2	B
CDKSK-503-1908	English II	3	2	B
CDKSK-503-1906	Critical Thinking II	3	2	A
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-602-2105	Community Social Responsibility	2	2	B
	Year 2 Option 1**	6	2	
	Year 2 Option 2**	6	2	
CAART-606-1633	Law and Ethics	6	3	B
CAART-606-2103	Personal Style and Self promotion	6	3	A
CAPFM-606-2107	Professional Placement in the Performing Arts 1	6	3	B
CAPFM-606-1821	Education in the Performing Arts	6	3	A
CAPFM-606-1822	Professional Placement in the Performing Arts 2	6	3	B
CAPFM-606-2108	Documentation for the Performing Arts	6	3	
CAPFM-606-1823	Preparation for Professional Production	6	3	A
CAPFM-606-1825	Professional Production	6	3	B
CADIS-612-1501	Dissertation	12	3	AB
Total ECTS		180	/	/

***Year 1 Specialist Optional Vocational Units.** Learners are to choose 5 of the below options

Unit Code	Unit Title	ECTS	Year	Semester
CAPFM-506-1803	Technical and Design Principles for Performance	6	1	A
CAPFM-506-1804	Set Design & Making : Theory and Practice	6	1	AB
CAPFM-506-1805	Costume Design and Making : Theory and Practice	6	1	AB
CAPFM-506-1806	Light Design : Theory and Practice	6	1	AB
CAPFM-506-1807	Sound Design : Theory and Practice	6	1	AB
CAPFM-506-1808	Acting 1: Theory and Practice***	6	1	A
CAPFM-506-1809	Acting 2: Theory and Practice***	6	1	B
CAPFM-506-1810	Dance 1: Theory and Practice***	6	1	A
CAPFM-506-1811	Dance 2: Theory and Practice***	6	1	B
CAPFM-506-1812	Music 1: Knowledge and Understanding***	6	1	AB
CAPFM-506-1813	Music 2: Performance***	6	1	AB
CAPFM-506-2104	Performing and Creating for the Camera	6	1	B

***NB: If students want to choose Acting 2, Dance 2 or Music 2, they must have taken Acting 1, Dance 1 or Music 1.

****Year 2 Specialist Optional Vocational Units.** Learner to choose units totalling a value of 12 credits

Unit Code	Unit Title	ECTS	Year	Semester
CAPFM-506-1820	Performance Theory	6	2	A
CAPFM-506-2105	Storytelling & Narratives	6	2	
CADSN-506-1604	Communicating through CAD	6	2	
CADSN-506-2102	Design Principles and Methods 1	6	2	A
CADSN-506-2103	Design Principles and Methods 2	6	2	
CADSN-506-1621	Performance Design	6	2	A
CAGDN-506-1505	Introduction to Graphic Design Principles	6	2	A
CAWEB-506-1503	Introduction to Web Development	6	2	B
CAMGT-503-2101	Project Management	3	2	
CAPFM-503-2106	Introduction to Arts Management	3	2	

CAPFM-506-1826: Contextual Studies

Unit level (MQF/EQF): 5

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

The aim of this unit is to introduce the widespread history of the performing arts (drama, music and dance) in context. The main focus of the unit is the study of past performance works and performance practices from ancient Greece to the contemporary world. The studies will focus on the performance history of the western world, however reference to Asian, Eastern and African culture will be made when suitable to the contextualising of western performance. The learners will be led through the history of performance in chronological order, while examining the key events, situations, artistic movements, political influence and social change of each era that will be discussed.

These key concepts will then be utilised to demonstrate their influence on the development of performance, with particular emphasis on socio-political aspects as turning points in history. The learners will also be encouraged to apply these methods of contextualisation to their own work, emphasising the validity of historical knowledge for the purpose of contextualisation. Through this unit, learners will be encouraged to hone their academic research and writing skills, in preparation for dissertation writing in the last year of the BA (hons) course.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Examine the development of performing arts during selected eras in history.*
- 2. Apply contextual analysis to the development of performing arts, including social, political, philosophical, artistic, and cultural influences.*
- 3. Develop salient arguments based on key theories and texts in the development of performing arts.*
- 4. Apply key theories, texts and research to own creative work.*

CAPFM-504-2102: Performing Arts Industry

Unit level (MQF/EQF): 5

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

The Arts Industry is vast and is constantly adapting to the needs of the surrounding infrastructure, current policies and issues that need addressing. This unit aims to equip the learner with knowledge of the current possibilities and requirements for the diverse occupations that exist within the performing arts. The context presented includes the key stakeholders for the arts industry, working opportunities within the public and the private sector, the freelancing artist, the unions responsible for the local artist, copyright infringement, royalties, and taxes, the key stakeholders for the arts industry amongst other elements and necessary tools.

Cultural policy is a fundamental aspect of the reality of the performing arts industry. The practitioner needs to be fully aware of what constitutes the current cultural policy. The cultural policy is the structures and laws presented by the state to support and sustain the cultural and the creative arts industry and practice. This support is generally of a conceptual, financial and practical nature. Cultural policy develops according to the principles that the state would like to promote.

The performing artist needs to have cognizance of the cultural policy endorsed in own country of practice, as well as the policies being adapted in other neighboring or leading countries in the world to be able to incorporate these paradigms in own work, particularly if applying for funding.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Explain the meaning of the term "cultural policy".*
- 2. Analyze the impact that cultural policy has on the local industry.*
- 3. Identify the key stakeholders and physical infrastructure of the local industry.*
- 4. Apply the insights acquired into practical and theoretical work in the field of the performing arts.*

CAPFM-504-2103: Preparation for Text-based Production

Unit level (MQF/EQF): 5

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

In this unit learners will be taught how to prepare for the production of a performance which is based on a written dramatic text. They will learn how to identify and study the origin of the text, firstly by researching the playwright, and the historical context in which s/he lived. Learners will also examine the artistic movement/s, genre, language, and style relative to the text. Henceforth, the learners will consider the contemporary context in which the text-based performance is to be presented. They will learn how to identify and examine such context in the light of relevant cultural, social, political, and economic considerations.

With the above studies in view, learners are to prepare and present a proposal for the production of a chosen dramatic text. The proposal will detail the artistic concept, including the space selected for the performance, as well as the production's management, audience engagement strategies, and budget estimates. Each presentation will be evaluated and assessed according to a list of criteria previously discussed and established in class by the learners themselves. Such evaluation process will conclude the preparation stage of a text-based production project

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Analyze the authorship, context of origin, genre and style of a given text considered for production.*
- 2. Analyze the relevance of the text of a production to the contemporary cultural, social, political, and economic context.*
- 3. Present a proposal, detailing the artistic concept, management, audience engagement, and budget estimates of the text-based production.*
- 4. Evaluate own peers and own text-based production proposal according to established criteria.*

CAPFM-506-1802: Text Based Production

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In this unit learners will be taught how to produce a text-based, interdisciplinary performance project. They will learn to examine and discuss a production proposal in terms of its artistic, management, audience engagement, and budget aspects, including fund raising. For each of these aspects learners will learn how to define roles, determine responsibilities, and schedule the relative tasks for each stage of the text based production process.

They will also learn how to assess the strengths, weaknesses, opportunities, and threats related to each role. Following such planning and preparation, the learners will apply the skills learnt throughout the programme to advance the production process. At each stage they will learn how to relate their work to the production schedule, and to evaluate and correct their performance where necessary.

As well as honing their personal skills, learners will develop their ability to communicate and collaborate effectively and efficiently within a team. To this end, they will also learn how to assess and appraise their own work and that of their peers. Finally, the learners will bring all the training and preparations to bear in a public presentation of their text-based production.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Manage the project of a text-based production.*
2. *Complete tasks related to an artistic, design, technical, or production management role.*
3. *Monitor tasks pertaining to a production role.*
4. *Fulfil a role in a text-based production presentation.*

CAART-506-1515: Critical Studies and Research Methods

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The unit is intended for use in a range of creative arts programmes and has both theoretical and practical outcomes in the form of personal research activity and the production of a proposal for a degree year dissertation.

The unit provides an overview of research theory and methodology, including primary, secondary, qualitative, and quantitative and practice led research methods. In addition to providing practical instruction on writing research proposals.

This unit also provide the learners with skills to critically analyse research findings and also see the differences between descriptive and critical writing as well as the accepted academic formats for writing essays, papers and reports using accepted academic referencing and citation systems.

In this unit, based upon lectures which present relevant content related to the creative arts theoretical contexts, learners will prepare and undertake practical activity in the preparation of a proposal for a vocationally relevant research study. Which will comprise of a planned literature review and the use of vocationally relevant methods to undertake primary research.

Learners will also undertake critical analysis of research findings and prepare written work to an accepted academic format using accepted citation and referencing. The work of the unit culminates in learners undertaking an individual self-evaluation of the effectiveness of their research processes and activity.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic*
2. *Analyse critically the findings from own research and present it in an appropriate format.*
3. *Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*
4. *Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

CAPFM-506-1814: Semiotics and Performing Arts

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is to introduce learners to semiotic tools that will help them in making sense of performance both as creative artists and educated spectators. The learners will be exposed to the main elements of semiotics, from the founding theories to concepts that tackle the evolving nature of performance in contemporary contexts.

In the unit, learners will look at performance in terms of signs, sign systems, and sign processes. In the development of an artistic concept, this will enhance the learners' ability to make aesthetic choices informed by specific artistic, cultural, social, economic, and political contexts, codes, and conventions. An enhanced semiotic awareness will help learners prepare better for the encounter with the spectator, who will always seek to make sense of the elements that make up a performing arts event. Learners will also consider other sense making processes that go beyond the recognition and interpretation of signs.

As a result, the unit will also enhance learners' observation skills and critical reflections, both when they create and when they watch a performance.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Identify the main concepts of semiotics and semiotic analyses.*
- 2. Recognise semiotic elements in performing arts.*
- 3. Analyse a live performance in semiotic terms.*
- 4. Apply semiotics to create an artistic concept for a performance.*

CAPFM-506-1815: Preparation for Community Based Production

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit prepares the learners for a community-based performance that will be held at the end of the second semester. In this unit the learners will explore the definition of the term community, particularly within the reality of the performing arts practitioner, and will understand how performing arts can reach out to the community and vice-versa. The learners will also be exposed to the ethics of working within the community such as understanding diversity and inclusion, respecting boundaries and basic health and safety measures. The unit will also have a practical component in which learners will be trained in fundamental skills and techniques that can be used within the community. In the final part of the unit, the learners will be assisted to discern which the community they will be working with in the second semester, by identifying the challenges and seeking a positive way forward. The learners will also prepare all the production groundwork required for the performance, including theme and venue of performance

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Explain the meaning of the term 'community' within the work of the performing artist.*
- 2. Address the ethical difficulties and challenges of working within the community.*
- 3. Implement the skills required when working in the field of the performing arts' in a community setting.*
- 4. Create a production plan for a performance within the community.*

CAPFM-506-1816: Community Based Production

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit builds on the Unit Preparation for Community Based Production. In this unit, the learners will apply the skills, theory and decisions learnt and taken in the previous Unit to a community-based performance which can be devised or text-based within a specific space of their choice.

The learners can work with the community; for the community or do a production about the selected community. The learners will be responsible for the artistic process leading to a multidisciplinary performance. They will also make artistic choices on technical and design elements which would need to be implemented. These can include set-design; light design; sound design and costume design.

The learners will also manage the production process which would include the practical logistics, the marketing of the production and any fundraising activity required to create a budget for the production. In all decisions and implementations made, the learners will ensure that health and safety procedures are adhered to.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Research the process of staging a community-based performance.*
- 2. Generate ideas in the creation of a community-based performance.*
- 3. Apply correct ethical practice in the intrapersonal and interpersonal dynamics in the artistic process.*
- 4. Stage a community-based performance.*

CAPFM-506-1817: Placement in the Performing Arts

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The performing arts industry is becoming increasingly more challenging and competitive - the figures of persons involved in this industry prove this. Actors, dancers, singers, directors, designers, technicians, and managers, to name a few, have to learn how to collaborate and work towards a common goal. The dynamics involved in this process can vary from project to project. It is therefore very important, for a learner who is interested in pursuing a career in performing arts, to receive an insight of those different dynamics.

This placement unit will give the learners the possibility to shadow and actively help people who have been working in this field for many years. Learners will be given the opportunity to apply their learning to real work environments within the industry. At the same time, they will be able to associate and compare their knowledge, to what is actually required at a professional level. A work based experience will help the learners to better define the importance of responsibility.

The placement will include experience in one or more areas of the performing arts industry namely: performing arts management; design for performance; technical design for performance; acting, dance and/or music. Learners will be integrated into real-life projects within public or private entities. There, they will be mentored in order to have their skills developed further.

During this unit, learners will also be encouraged to consider safe working conditions, while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Adapt to the work environment of entities in the performing arts sector*
- 2. Develop a personal work ethic in line with selected practices in the performing arts sector.*
- 3. Apply knowledge and skills learnt to real work environments within the performing arts industry.*
- 4. Appraise own work-based learning with a view to future development in the performing arts.*

CAPFM-506-1818: Advanced Placement in the Performing Arts

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Working in the performing arts industry is becoming increasingly more challenging. Most of the time the figures of persons involved in this industry, (actors, dancers, singers, directors, designers, technicians, and managers, to name a few) have to prove their ability to multitask. The more the learners' knowledge is horizontally spread on all the duties of the different figures of the industry, the greater will be the opportunity to pursue a professional carrier.

This placement unit will give the learners a second opportunity to shadow and actively help people who have been working in this field for many years. This second placement unit will happen after a first placement unit which the learners will have attended during the first semester. The learners can decide to shadow the same type of figure they shadowed during the first semester, in order to deepen their knowledge on a specific field. On the other hand, if they prefer, they can choose to change the field of interest, in order to broaden their knowledge in the different roles of the different figures of persons involved in this industry.

During this unit, learners will be asked to compare the experience with the one happened during the first unit. The learners will be asked to increase their level of responsibility, compared to what they were required to do during the first placement.

The learners, with the help of their lecturer, will be asked to find their placement entity among the different areas of the performing arts industry namely: performing arts management; design for performance; technical design for performance; acting, dance and/or music. There, they will be mentored by one or more figures of persons involved in the industry.

During this unit, like in the previous one, learners will also be encouraged to consider safe working conditions, while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Compare the different work environments of entities in the performing arts sector*
2. *Recognise own personal work ethic in line with selected practices in the performing arts sector.*
3. *Analyse how previous knowledge and skills are used in real work environments within the performing arts industry.*
4. *Collect personal and external feedback on own work-based learning with a view to future development in the performing arts.*

CAART-606-1633: Law and Ethics

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In this unit learners will have a first approach to law and ethics and to their applications to art and communication.

They will have the opportunity to have a sight of what is law, what are juridical systems, how to compare them and what are their historical roots. They will be guided into juridical concepts like “rule of law”, “right” and “source”.

They will then apply the juridical approach to their activity. They will learn how their activity can be labelled from a juridical point of view, then work on the right of expression and its juridical and factual limitations. Then they will work on copyright and defamation.

In addition to this learners will have the occasion to approach ethics. They will work on some ethical concepts like “good” and “bad”, “right” and “wrong” as well as approach some ethical systems. Thus learners will realize how one can know or decide that something is good or bad and focus on some contemporary ethical issues. Moreover learners will also apply the ethical approach to their activity. They will explore their personal ethical system and discover their inner values, working on them and also on the influence that ego and emotions have on them. Finally, learners will then identify possible ethical issues in their activity and in team working.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand what is a juridical point of view in relation to work in the different sectors of the creative arts*
2. *Understand the definition of an ethical point of view in relation to various areas of the creative arts.*
3. *Identify possible juridical problems related to own area in creative media*
5. *Choose which ethical approach to use in relation to own creative media area*

CAART-606-2103 Personal Style and Self promotion

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Many are the roles and jobs of people working within the performing arts sector. And even more, if one has to think about the thousands of subtle differences within those roles. Learners, who have already discovered, and experienced, the performing arts world, are now required to understand how they want to build their professional image. At first, one might think that this could be a fairly easy task. But building a professional self, does not only mean to choose a specific field within the performing arts sector. In fact, learners have to face the difficulty to connect own desires and interests to their strengths and abilities.

During this unit, learners will be asked to categorize and analyze own skills learnt and developed during the past years, in order to achieve a better picture of their strengths and abilities. Through peer discussions and projects, learners will have the possibility to recognize their abilities and compare them with the ones of the other classmates. Through this comparison, learners will have a better opportunity to understand the peculiarity of each professional individual.

After having given a shape to their professional self, the learners will be pushed to experiment different promotional options, in order to understand which might be more suited for their specific needs.

Through a guided research, learners will as well be asked to find the best approach to develop a portfolio, and a promotional video that can suit their personal style. Those promotional tools will serve as an example to open a discussion on different promotional strategies.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify own strengths and weakness in a professional context*
2. *Establish a personal style within the performing arts sector*
3. *Develop a personal portfolio*
4. *Use media to promote own work and style*

CAPFM-606-2107: Professional Placement in the Performing Arts 1

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The performing arts industry can offer a broad variety of different job opportunities. The roles in this industry, are in fact many and very heterogenic. It is very important to understand the different skills required for each of those roles, before being able to understand which professional direction to take. This placement unit has to be attended after the first and second placement unit. The main aim of this unit, is therefore to give one more possibility to the learners, to experience a professional environment. During this unit, learners will be asked to understand what their main field of interest is.

The learners can decide to attend the placement at a similar entity to the previous placement unit. This will help them if they want to specialise in a specific field. They can as well choose to attend a placement at a different entity, in order to test a different role in the performing arts industry. It is anyway important that the learners will use this unit to understand how to put together their different skills learnt during the three units, in order to start building their personal professional role.

Learners will be asked to take full responsibility of the job done during the placement.

The learners, with the help of their lecturer, will be asked to find their placement entity among the different areas of the performing arts industry namely: performing arts management; design for performance; technical design for performance; acting, dance and/or music. There, they will be mentored by one or more figures of persons involved in the industry.

During this unit, like in the previous one, learners will also be encouraged to consider safe working conditions, while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Evaluate the different work environments of entities in the performing arts sector;*
2. *Analyse the different working skills learnt, in line with selected practices in the performing arts sector;*
3. *Evaluate the main fields of interest in the performing arts sector;*
4. *Distinguish between the different approaches to problem solving in the performing arts sector.*

CAPFM-606-1821: Education in the Performing Arts

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The performing arts should play a key role in the child's education. In recent years, research has shown that there is a link between the study of performing arts to better child development and higher academic achievement. Receiving Performing Arts education allows the child the opportunity to collaborate creatively with other people, which is the key to get ahead in any field. Other benefits include engagement in self-reflection, creative expression that helps the child to understand the world in a unique way and communication skills.

This unit will present discussions on why in this day and age, it is more important than ever to have a performing arts component in the curriculum. It will also focus on the theory and practice of teaching performing arts subjects including music, dance and theatre. The strategies employed in order to teach this subject will also be introduced together with the way content is presented and delivered to the learner. Learner-centred pedagogy will be examined and introduced as the effective teaching approach where it grants the learner a more active role in the process of learning.

Reference to local Maltese performing arts institutions will be discussed and paralleled with other foreign schools and organisations. This analysis will present realities in the local teaching of arts and how one can use the vocational education received in the Bachelor's degree to help the child to become a more creative person and find a meaning to the world, which is important in child development.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Identify and discuss approaches to performing arts pedagogy;*
- 2. Plan an effective performing arts activity using a learner-centred approach;*
- 3. Implement and deliver creative practices in a performing arts session;*
- 4. Analyse and evaluate critically a performing arts class activity.*

CAPFM-606-1822: Professional Placement in the Performing Arts 2

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

One of the most important skills required in the performing arts industry, is versatility. The more experience gained on the different roles of the performing arts industry, the more the learner will be able to adapt to different situations. Furthermore, a deeper knowledge of the different duties of the figures involved in the performing arts industry, can help achieving more effective communication skills.

In this unit, learners will be able to use the knowledge acquired during the past four placement units, and focus on developing versatility skills. Learners are expected to advance to a professional level, analysing their approach to the industry. This should help them better understand the direction they should take, once in the professional world. Learners should also understand how to tailor their learning approach. Prioritising and selecting the knowledge required to fulfil specific duties will help to advance further in the performing arts industry.

Learners will as well have the possibility to link this last placement to their final dissertation, as their working experience could become the practical aspect of their research.

At this stage, learners will be expected to know and follow all the health and safety regulations. Learners should know how to avoid possible risks and hazardous situations.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Develop advanced skills related to the performing arts sector.*
- 2. Analyse which abilities are requested at a professional level in the performing arts sector.*
- 3. Assess own ability to advance in the performing arts sector.*
- 4. Judge the versatility of own work approach in the performing arts industry.*

CAPFM-606-1823: Preparation for Professional Production

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In this unit learners will delve deeper into the aspects that surround the preparation for a self-led production or project. Students will consider the different aspects of the ideation phase of production preparation, by being introduced to both theoretical texts and practical applications.

Learners will become familiar with local professional practices for funding application. This includes professional proposal writing and planning. Local and current policies related to funding the arts will be introduced and discussed, with the aim of utilizing these policies and strategies for proposal writing.

This unit will require learners to brainstorm ideas for their own proposed project, including idea development and research, project management, audience engagement and budgeting.

By the end of this unit, learners will create a project proposal in line with professional practices. Learners will also be able to pitch own idea for a project to a panel of evaluators.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Plan the content of a proposed production/ project, including the project's concept/ theme/ idea.*
- 2. Plan the form of a proposed production/ project, including planning the aesthetic and spatial requirements.*
- 3. Write a proposal document in line with professional practices.*
- 4. Pitch and defend proposed performance/project in front of a panel of evaluators.*

CAPFM-606-1825: Professional Production

Unit level (MQF/EQF): 6

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to equip learners with the skills necessary to manage a performing arts production at a professional level. This unit is linked to the unit Preparation for Professional Production, which focuses on the development and implementation of the production content. In this unit, learners will be asked to review, develop and implement a performing arts project management plan as part of a production team, all the way to the project presentation. The whole process will foster professional intrapersonal and interpersonal ethical practice, nurturing in the learners a critical and evaluative approach which will support all management aspects of the production.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Develop and review a production management plan*
2. *Implement a production management plan whilst observing intrapersonal and interpersonal ethics*
3. *Present a professional production*
4. *Evaluate and improve the management aspects of a production*

CAPFM-506-1803: Technical and Design Principles for Performance

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is an induction for students who wish to enroll in higher education in design and making skills for performance production. The unit allows learners to explore the various specialisations in design for performance production namely; sound and light design, stage and prop design, costume design and makeup.

In this unit the learners will understand the processes involved in setting-up the stage according to location and budget restrictions. Learners will have the opportunity to become familiar with the materials and tools used in the industry. This unit will benefit students and help them to choose their preferred specialisation in one of the areas mentioned and at the same time understand the holistic design principles, processes, media and techniques for performance production.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Describe the process and materials involved in technical and design work for performance;*
2. *Present technical and design work for performance according to a brief;*
3. *Use materials, tools, equipment and techniques for the design and implementation of work for performance;*
4. *Evaluate own and others' work.*

CAPFM-506-1804: Set Design & Making: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In this unit learners will understand the processes involved in setting-up the stage according to the play that is going to be performed as well as the allotted budget and budget restrictions.

Therefore, learners will have the opportunity to become familiar with the materials and tools used to set up the set as well as making props for the performance. Learners will start from the developing stage; that is the design of the stage, to the final production of the set and props.

This unit looks at the design of different productions to be able to compare and contrast the different approaches when it comes to the designing process. Learners will have an opportunity to practice these skills whilst creating the actual works. Learners will also have the opportunity to learn and show how to safely handle some of the materials and equipment used for set production and setting - up the stage.

Through this unit, learners will gain skills in the planning and managing of the set and the props production process.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Describe the process and materials involved in technical and design work for set making;*
- 2. Present the technical and design work for a performance according to a given brief and budget restrictions;*
- 3. Use materials, tools, equipment and techniques to design the set and props*
- 4. Evaluate own and others' work in a reflective and constructive manner.*

CAPFM-506-1805: Costume Design and Making: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is to enable learners to understand the full context of costume design and making. The unit is based on two parallels, the theoretic and the practical.

The theoretical aspect focuses on the historical context of costume design through the ages and will provide learners with the knowledge to recognize the changes and trends in costume design through different periods and cultures. The studies will also refer to the different materials and accessories used in the completion of costume design. Learners will be expected to make in-depth research on costume design to enable them to take sound decisions when designing costumes for specific performances.

The practical aspect focuses on the actual design and making of costume design for production. Learners will have the opportunity to study textiles' properties and characteristics to be able to select materials, techniques and processes used in costume design. They will produce patterns and components for costume designs, focusing on details of specific periods. Workshop facilities will provide learners with the possibilities to learn and practice skills in textiles and costume making techniques, using machinery and equipment available.

Learners will be expected to further their learning through independent research and generate ideas making informed decisions, to translate design concepts into actual costume designs for artistic production/performance.

Most crucial is that learners develop independent and collective working and communications skills to enable them to criticize and evaluate own and others' work when working towards a final collection for a performance. Finally, learners need to have recorded evidence, written and practical, of all tasks together with the evaluation of work collected in a portfolio.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Present costume design ideas generated from contextual references.*
2. *Operate in a safe manner sewing machinery and equipment to develop the costume design for performance production.*
3. *Produce finished costumes according to theme specifications.*
4. *Evaluate own finished costumes considering aesthetics, function and special effects*

CAPFM-506-1806: Light Design: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Light design is becoming a fundamental aspect of performing arts productions. Light is what allows us to see, but at the same time it can set the mood and the perception of what is seen. Lighting design can be applied to many different types of productions, like concerts, operas, drama, dance, film, installation, conferences and so on.

Given the various possibilities that modern technology allows, it is becoming more and more important to analyse and understand the importance that light can play in a production. Therefore, light designers need to develop an artistic knowledge, as well as the technical knowledge required to safely install the equipment. Light Designers should be able to understand the needs of the directors/choreographers, as well as suggest possible artistic outcomes. To do so, light designers need to have the ability to analyse other light designs and develop different research approaches to constantly challenge the result of their work

This unit will guide the learners toward two distinct directions. It will provide them with a more in-depth knowledge of the hardware and software equipment used in light design. As well as develop their artistic ideas. Therefore learners will understand how to deal with different lighting programming software, and how to safely inspect and repair hardware equipment. They will have the possibility to carry out different researches on how to use the different equipment to develop their artistic ideas. Hence, learners will have the opportunity to develop different theoretical frameworks to analyse different light designs. This will give the learners the opportunity to apply critical thinking, and thus create their own point of views and personal approach to light design.

During this unit, learners will also be encouraged to consider safe working conditions in relation to light set ups while also learning to identify potential safety issues and hazards, and suggest possible solutions that will reduce risk.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Classify light equipment for performance*
- 2. Create different applications of light equipment for performance*
- 3. Appraise light designs in different performances to develop artistic ideas*
- 4. Recognise the different approaches to plot the lights and run the cues for a performance*

CAPFM-506-1807: Sound Design: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Sound Design is a vital and often overlooked element of various productions. This unit will introduce learners to the art of sound design whilst also identifying how a variety of musical and non-musical sound elements are used in diverse ways to produce the most effective and immersive experience.

A combination of theoretical and practical sessions will introduce learners to the role and importance of sound design within artistic contexts whilst also conducting independent research in this regard.

Learners will have the opportunity to develop the necessary skills required in order to record a range of musical and non-musical sounds whilst also being able to perform the necessary editing techniques to manipulate and transform the originally recorded sounds and other library sounds according to the requirements of the respective project.

This unit will enable the learners to identify the potential audio requirements of a wide range of artistic contexts whilst also responding to these identified needs with appropriate planning, design, and production for an effective solution. The knowledge and skills developed throughout this unit will allow the learners to successfully deliver respectable results in small scale commercial projects whilst also helping them to effectively work with sound designers and production specialists on various large scale projects.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Understand how sound can be an integral part of a production.*
- 2. Plan sound design schemes for a project.*
- 3. Produce the sound design production for a project.*
- 4. Evaluate a sound design production.*

CAPFM-506-1808: Acting 1: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is for learners to develop acting theory and practical skills that would support their work as creative performers, with a focus on actor-training. The learners will be exposed to elements of actor-training covering the creative work on self, with other actors, and in relation to key scenic elements including space, time, light, and sound. The various elements of actor-training and the respective skills will be approached in the light of theories and through exercises derived from diverse performance cultures.

The twentieth century has seen various attempts at analyzing actor-training in terms of different elements or principles, and producing syntheses in the form of systems, methods, or directions. In the twenty-first century, actor-training continues to develop as a result of changing performance contexts and outlooks. Mindfulness guards against the idea that training involves the immediate transmission and assimilation of acting techniques. It also enhances actors' abilities to evaluate their own work, and that of their peers. At the basis there is the work on self, while keeping in mind that performance is often the work of an ensemble. Acting is also part of a performance complex that emerges out of the interplay between various scenic elements that necessarily affect the work of actors. Different artistic projects require actors to direct training towards specific performance targets, which can also be specific aspects of training they wish to improve or explore further. Structured improvisation as part of training routines plays an important part in such processes.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Discuss the main elements of actor-training.*
2. *Develop acting skills related to the creative work on self and with other actors.*
3. *Develop acting skills related to the creative work with space, time, light, sound, and other scenic elements.*
4. *Apply acting theory and practice to produce, present, and appraise brief training routines, including moments of improvisation.*

CAPFM-506-1809: Acting 2: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is for learners to acquire acting theory and develop practical skills related to characterisation in a text-based production. Different approaches and characterisation techniques will be discussed and explored. The learners will be taught how to distinguish and describe the different elements that make up the scenic life of a character, and how to analyse a dramatic text in order to find the relative information. Learners will also learn to look for valuable information on character between the lines or from other sources. Hence, they will be guided to develop acting skills in order to bring the character to life in performance. Acting exercises from different theatre cultures will be used and different techniques will be applied to inform the work on character during the rehearsals and the presentation of a text-based performance.

Taking into consideration that some learners may have had previous training, the process will allow each learner to grow and develop at his or her pace in order to reach his or her potential. Session by session, the learners will also be encouraged and guided to develop the observation and appraisal skills conducive to autonomous learning and creativity in acting, particularly in relation to the process of characterisation.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Distinguish between different approaches to and elements of characterisation in a text-based production;*
- 2. Analyse a dramatic text to infer key information related to characterisation;*
- 3. Use information derived from a dramatic text and other sources to create the scenic life of a character;*
- 4. Use characterisation techniques effectively and critically in the rehearsal and presentation stages of a text-based production.*

CAPFM-506-1810: Dance 1: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The unit consists of technique classes and discussion sessions which will explore concepts of dance performance in relation to the field of professional contemporary dance practice, focusing on historical and current work.

This unit will start by familiarising the learner with the history of dance, spanning from the Baroque to the postmodern era. Learners will understand how society at the time affected the type of dances that originated during each era. In addition, learners will have the opportunity to practice first hand various dance techniques and choreographic approaches from the classical to the contemporary dances.

Learners then had the opportunity to use this knowledge and skills to design a choreography for a subject of their own choice. Hence, learners had to make use of the choreographic tools that they became familiar with during this unit. Finally, learners had to present their choreographic research in a form of a reflective journal that outlines their journey and learning experience designing their own choreography.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Outline the dance history from Baroque to Post modern Era*
- 2. Practice various classical to contemporary dance techniques*
- 3. Design a choreography for a subject of own choice*
- 4. Appraise own designed choreography according to research carried out*

CAPFM-506-1811: Dance 2: Theory and Practice

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

The aim of this unit is to equip learners with dance skills that are essential for their artistic formation, as choreographers and performers. The learners will continue developing their technique in different dance styles including ballet, contemporary and contact improvisation. As choreographers they will be given tools on how to craft and create a dance choreography. The process will take into consideration that the learners have already worked on the mentioned skills previously in the first semester and previous years in different settings.

Learners will also be encouraged to write critically and compare, reflectively, chosen dance periods. They will need to recognise areas that require improvement, supported by constant feedback as part of the programme. Activities linked to choreography will provide further support in the development of the learner as a dance performer and creator. The learner will also be able to construct a short dance piece based on a narrative or abstract subject.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Compare and contrast amongst choreographers from different eras or styles*
- 2. Create the choreography of a chosen subject using suitable choreographic tools and skills*
- 3. Use dance skills and theatrical knowledge when working on own devised piece*
- 4. Evaluate own process and feedback given for the created and implemented choreography*

CAPFM-506-1812: Music 1: Knowledge and Understanding

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Music is arguably one of the most life-enriching academic subjects one can learn throughout one's studies. It is a universal language that triggers emotional responses and kick-starts creativity like no other subject area. In fact one can argue that music is a fundamental pillar of arts education. It is imperative to understand the language of music from different points of view, so that it can be applied in the most effective way possible.

This unit aims to provide the learner with the necessary tools to be able to discuss and apply music within different contexts. It therefore provides a solid background on the different styles, by understanding their underlying history and the techniques used in the compositional process. It also provides an opportunity to understand the theoretical and production components both of which can help in analysing and discussing a musical piece.

By observing past productions and adapting the knowledge acquired through this unit, the learner will be able to discuss and evaluate the effect musical choices have and form suggestions of alternative ways.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Understand musical elements, notations and terminology.*
- 2. Discuss and distinguish 20th century contemporary music and related styles and instrumentation.*
- 3. Analyse musical excerpts and apply them to a given scenario.*
- 4. Evaluate the role of a musical composition within a performing arts context.*

CAPFM-506-1820: Performance Theory

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Performance theory is a unit that provides the learners with the theoretical frameworks and paradigms underpinning performance in the performing arts. Several theories and approaches from the late nineteenth century, twentieth century and early twenty-first century will be presented and discussed, instigating the learners to examine their relevance, or aspects of it, in the practice of the performing arts in the contemporary industry. Hence, a variety of texts will serve as a starting point to spur a discussion on important movements within the modern and contemporary history of the performing arts, such as Realism and Naturalism; Epic Theatre and the Poor Theatre. The unit will also introduce the learner to a variety of philosophical approaches such as Marxism, Feminism and Queer Studies and demonstrate the impact that these have on the artistic decisions of the performing artist and his or her relationship with the audience. The learners will, therefore, be expected to connect the theory learnt in class with their vocational formation.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Identify the salient traits of a range of movements and approaches that have left an impact on the work of the performing artist.*
- 2. Explain the development of these movements within a socio-political reality.*
- 3. Analyse the relevance of these movements and approaches to the contemporary industry and to the audience.*
- 4. Apply the theoretical frameworks to their vocational formation.*

CADSN-506-1604: Communicating through CAD

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

Computer Aided Design (CAD) together with image manipulation software are an important means of communicating visual information in many industry sectors, particularly engineering, manufacturing, interior design and product design. In recent years, advances in computer technology and in the software programmes themselves have allowed users to create increasingly complex and realistic technical drawings, models and presentation visuals. As with many skills across the design sectors, this technology needs to be underpinned by an understanding of traditional 2D drawing and visualization techniques, as well as an understanding of the appropriate use of the technology within the scope of design projects.

Two dimensional (2D) and three dimensional (3D) CAD artwork, technical drawings and artistic visuals can be rendered and manipulated using a range of software programmes, some of which can be integrated, and these visuals can be shared as digital files across computer networks. 3D CAD artwork can be rendered as photo-realistic representations, and animated to produce moving views of products and scenes.

The unit will enable learners to use CAD software programmes and Image manipulation programmes to produce a variety of 2D and/or 3D drawings, visuals and technical drawings. Learners will also investigate the use of CAD and image manipulation in industry, and identify the range of computer aided design software and their specific use. Learners will evaluate their own use of the technologies within their project work.

This unit has practical outcomes and is intended for delivery as part of a group award, as the learner will use CAD software and image manipulation software to create digital artwork throughout the course, the unit can be integrated into course projects in conjunction with other units.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Research the use and potential of CAD and Image Manipulation software in 2D and 3D Design*
2. *Use CAD and Image Manipulation software in a design project to produce appropriate 2D and/or 3D artwork, technical drawings and/or artistic visuals*
3. *Present ideas and design work using 2D applications*
4. *Evaluate the use of software programmes in a design project*

CADSN-506-2102: Design Principles and Methods 1

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit aims to help learners further their knowledge and skills in the development of products or spaces in their specialist pathway. This unit is linked with a second unit titled 'Design principles and methods part 2'. Both units together instruct the learner on how to work on a creative project from inception to conceptualisation, as well as putting emphasis on the importance of design principles and the effects of culture.

Through this unit, learners will gain a better understanding of the complexities of the design development cycle. The unit investigates various design methods and creative thinking techniques to aid learners in the generation and implementation of ideas. 'Design principles and methods part 1' is targeted to focus more on the importance of strong foundations for a design project. Learners will be introduced to methodologies of how to commence ground work for a design brief and a successful design project. The learner will be encouraged to develop a deep sense of observation, responsibility, self-sustainability and professionalism. The learner will develop a creative, critical and analytical mode of thinking, whilst identifying which methods are suitable to research a topic.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Identify design principles in relation to cultural and contextual associations.*
- 2. Identify a need in society which can improve a contemporary sector where design can be applied.*
- 3. Use the most suitable research methods to inquire into the identified need.*
- 4. Propose a hypothesis for a creative strategy for the development of own design project.*

CADSN-506-2103: Design Principles and Methods 2

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In 'Design principles and methods part 2' learners will explore the stages and methodology relating to design methods and apply them to their own work. Learners will be expected to apply the fundamentals of design methods and to develop individual creative strategies to produce innovative solutions. This unit is a continuation of design principles and methods part 1, which together equip the learner with the skills of undergoing a design project from inception to design pitch, for the purpose of finding sponsorship, investment and employment.

Apart from forming a better understating of design methods and the development cycle, this unit will enable learners to develop knowledge and understanding of the issues that have informed debate on the purposes and process of design. Learners will develop a deeper understanding of the principles underlying the art and design process and will become more aware of how the attitude of designers influences the appearance and function of art and design products. Learners will verify the effectiveness of their visualisation skills to communicate effectively all the details of own design. Furthermore, they will analyse how design is influenced by the changing values of society and the ethics of commerce.

This unit encourages learners to question the roles of form, function, culture, context and concept in relation to materials, techniques and processes, sustainability and technology along with other factors. Learners will deliberately apply design principles and elements to pitch a design which not only satisfies the requirements of the target audience but also the designers' own preferences. Through this analysis, learners will be able to create connections between subjects as well as understand the impact design has on an ever-changing socio-cultural context. Finally, learners will be able to formulate their own distinct approach to design in order to respond to design challenges in a more individual and responsible manner.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Determine a creative strategy for a design project.*
2. *Develop on methods within the creative strategy to better own practices for exploring, resolving and pitching specific topics.*
3. *Adopt good design principles to produce effective creative outcomes in response to a brief.*
4. *Identify a generic creative strategy that can be adopted by own self as a creative professional after doing a post-mortem of the final design concept.*

CADSN-506-1621: Performance Design

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This is a skills based unit that will allow the learner to demonstrate the necessary skills and approaches to be able to produce both 2D and 3D visual responses for a stage, TV or film set design for a performance; by developing a knowledge and understanding of the ‘behind the scenes’ of performance design, of staging a production and the responsibilities of the designer in communicating clearly the design solutions. Learners will use research, concept development, design exploration and final design presentation skills to be able to effectively communicate the solutions to a creative team involved in the production of a performance.

The Unit is relevant to learners wishing to develop their ability to express and communicate, through graphic representation and 3D scale detailed models, an awareness of a stage set in providing a visual interpretation of a play or production by adding mood, atmosphere and spectacle, and meeting the requirements of the director, the actors on stage and satisfying the audience as a whole. On completion of the Unit learners will understand theatre, stage and television studio set technical terminology, about making a performance happen, the mechanics of the design and how to enhance the stage/set action. The Unit will provide the learners with the ability to produce drawings and models that convey a stage set design, as well as developing the understanding, knowledge and skills required to produce the design proposal. The learner will also develop a visual language illustrated through the exploration of a variety of mixed media and modelling techniques, as well as a visual communication proficiency that demonstrates a knowledge and understanding of what is being represented in a 2D and 3D form.

Learners will carry out research activities in preparation for the creation of concept drawings and sketch models. Investigations of forms, shapes, colour and textures will develop the learners’ ideas exploration and ability to identify and translate initial ideas to produce a solution that can be fully realised.

Finally, learners should have the underpinning knowledge and understanding to effectively interpret and represent a stage set or performance space design through the selection of appropriate drawing media and model making techniques to professionally and effectively present the proposal to a client with the production of accurate scale drawings and a detailed set design model

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Define the role of a designer in performance design*
2. *Research and produce initial design concepts for a set design*
3. *Develop and produce a visual response for a set design*
4. *Present a set design proposal for a given performance brief*

CAGDN-506-1505: Introduction to Graphic Design Principles

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit is both theoretical and skills based and will allow learners to demonstrate an understanding of visual theory and perception within the context of practical art and design project work. Learners will develop their understanding of the grammar and syntax of visual perception as well as developing an introductory knowledge of the semantics associated with reading images.

Learners will produce research and evidence to demonstrate their understanding of the knowledge and skills for the unit. This understanding will then be contextualised within the context of a graphic design project.

The unit is relevant to learners who wish to develop further understanding of the visual language created in the use and application of formal design elements in the visual arts. The learner explores new modes of creative communication as well as questions, critiques and evaluates visual work. Learners will gain an understanding of how visual messages are constructed employing image and typography to produce and communicate meaning. The sign, its employment within a sign system in visual communication, the denotative and connotative meaning will be explored in the application of learned skills in a graphic design project that communicates meaning to an intended audience.

Learners should however have a basic level of practical visual competences before commencing this unit. In addition they should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

The learner's main concern is with the interpretation and production of images that effectively communicate a message to an audience.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify and analyse the grammar and syntax of visual images in a given context.*
2. *Identify and analyse the semantics of visual images in a given context.*
3. *Present a range of finished solutions to a given brief that demonstrate an understanding of the grammar and syntax of visual images.*
4. *Evaluate a finished solution to a given brief that demonstrates an understanding of the semantics of visual images.*

CAWEB-506-1503: Introduction to Web Development

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

This unit will provide the learner with the core technical knowledge needed to design and program a web application for a client such as a small business. The technologies identified in this unit are correct at the time of writing, but may be updated if significant new technology releases occur in the interim.

This unit will provide learners with the knowledge and practical experience they need to build and manage professional websites using the latest HTML and CSS mark-up, which can be implemented in future-rich web browsers on iPhones, Android Phones and WebOS Phones, thereby allowing learners to design and build websites that surpass desktop equivalents.

This unit is relevant to learners who have a basic level of competence in HTML and CSS, and wish to further develop their knowledge of web application development using HTML and CSS as tools to provide solutions to website design for both desktop and mobile devices.

Learners will begin by reviewing the key principles of good web design in relation to a number of objectives including market analysis and information architecture. Learners will then design a web application for use on a range of different platforms, which will require them to be confident in carrying out more advanced design techniques which addresses current accessibility guidelines. Using validation tools to test the web application, learners will then make recommendations for the future development of their product.

By the end of the unit learners should have the underpinning knowledge and understanding to develop accessible web applications for both desktop and mobile devices

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the principles of good website planning including target market, website objectives, navigation solutions, site structure, user interface and viewing platforms.*
2. *Produce a design specification for a web application to a given brief.*

3. *Implement a web-standards compliant web application to a given brief.*
4. *Appropriately test and review a web application.*

CAPFM-504-2101: Media for the Performing Arts

Unit level (MQF/EQF): 5

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

The ephemeral nature of the performing arts, as ontologically essential as it may be, pivoting on the synchronicity of interaction between performers and audience, between performance and moment, renders it problematic when the need for recording the act – for reflection, for transference, for communication, for preservation, for qualification – arises.

And yet, audiovisual work has started to make inroads into performance in manners that go beyond documentation. Trailers that give a taste of the spirit of the work. Set-pieces that enhance the theatrical experience, from animated backgrounds to inserts, to segments designed for interaction with the *mise-en-scène*.

This unit will offer an introductory induction into the nature and operation of audiovisual tools available for use in the performing arts, with the assumption that learners will have little or no experience in both theory and practice of said tools.

Learners will be exposed to various audiovisual devices and through analysis of existing works, basic theoretical study and practice, will gain skills necessary to complement their studies in the performing arts.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Identify the various means in which audiovisual media can be used within the performing arts.*
- 2. Plan the audiovisual representation of a set performance.*
- 3. Film and edit a representation of a set performance.*
- 4. Evaluate critically an audiovisual intervention in the performing arts.*

CDKSK-503-1907: English I

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

This unit is intended to be run in the first semester of the first year of undergraduate degree programmes and consolidates prior knowledge, skills and competences in English reading, writing, listening and speaking by further strengthening the more academic functions of the language.

English I is intended to be an EAP (English for Academic Purposes), focusing specifically on improving learners' awareness of, and familiarity, with the core skills necessary for successful academic reading and writing in English, especially preparing them for the rigours of extended writing by research and the reading of academic sources of information.

Learners will become familiar with academic features of style and the principles and mechanics of good text structure. They will also learn how to consult, understand and use secondary material from academic sources within their field of study and effectively integrate it as part of a larger argument or body of work.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Recognise the form, content and style of academic texts.*
2. *Use an academic style of writing when working on assignments and dissertations.*
3. *Reproduce secondary content by means of direct and indirect quoting methods.*
4. *Apply proper referencing conventions when citing secondary content.*

CDKSK-503-1905: Critical Thinking I

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on frameworks of reflective practice and ideology which are exemplified through the building of a critical readership by means of close-reading techniques and reflective writing. By integrating theories of reflective writing and the nature of evidence from sources of information, this unit equips learners with the means to read, interpret, reflect and write critically and reflectively.

The application of close-reading techniques and ideology is also addressed in this unit. Close-reading is the careful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text. Ideology is also addressed, with particular focus on areas of practical research that lie at the confluence of social, political, and technological concerns.

The final aim behind Critical Thinking I is to facilitate a deep, transformative, and unique learning experience.

Learning Outcomes

Upon completing the unit, learners should be able to:

- 1. Identify the different reflective frameworks that can be used to enable critical reflection and thinking.*
- 2. Apply the appropriate methodology to write in an analytic reflective manner.*
- 3. Apply close-reading techniques to secondary research.*
- 4. Explain the importance of ideology in critical thinking.*

CDKSK-503-1908: English II

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

This unit is intended to be run in the second semester of the second year of undergraduate degree programmes and consolidates prior knowledge, skills and competences of Academic English by further strengthening reading, writing, listening and speaking skills as determined by the rigours of pre-dissertation research.

English II is targeted at learners who have successfully completed their degree programme's first year and exposes undergraduate students to a higher level of critical reading and writing skills demanded in the second and final years of the degree programme. This usually involves the identification and select reading of academic texts, their review and their eventual use in a research proposal, dissertation and academic presentation.

It is also the objective of this unit to train learners to be more aware of, and proficient in, spoken Academic English as this becomes a key requirement at this level of studies.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Evaluate academic sources of information when working on own dissertation.*
2. *Produce texts of an academic nature using appropriate language and style.*
3. *Communicate verbally in a manner which conveys proficiency of the subject being researched.*
4. *Respond effectively to key questions in relation to research in own field.*

CDKSK-503-1906: Critical Thinking II

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on demonstrating how concepts of validity, reliability and credibility of information are highly necessary when formulating objective, analytical arguments and reaching sound conclusions. Furthermore, individuals who can critically interpret information and evaluate its origin, inherent biases, fallacies and strengths are known to be more perceptive, responsive to illogical argument and can formulate arguments more effectively.

Learning Outcomes

Upon completing the unit, learners should be able to:

- 1. Determine the main features and components of explicit arguments.*
- 2. Demonstrate effectively basic logical reasoning in a given task.*
- 3. Consider common flaws in argumentation.*
- 4. Construct objective, analytical arguments and conclusions for chosen issue.*

CDKSK-602-2105: Community Social Responsibility

Unit level (MQF/EQF): 6

Credits: 2

Delivery Mode: Face to Face

Total Learning Hours: 50

Unit Description

This unit focuses on community and social responsibility skills and provides an opportunity for learners to better understand themselves and others, as well as establish goals in life. This unit is delivered through a combination of small-group sessions (it is suggested that the number of learners do not exceed 15 learners per class), reflections and community work. Community and social responsibility skills enable learners to understand their strengths and areas that need improvement while preparing them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, this unit will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The first set of sessions will focus on the self, the ability to work independently and important values in life. The second set of sessions will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

Upon completing the unit, learners should be able to:

- 1. Identify personal goals through self-reflection.*
- 2. Evaluate how collaboration with others can be more effective.*
- 3. Explain the importance of giving and receiving feedback.*
- 4. Contribute actively to make a difference in society.*

CDKSK-604-1909: Entrepreneurship

Unit level (MQF/EQF): 6

Credits: 4

Delivery Mode: Face to Face

Total Learning Hours: 100

Unit Description

The working definition of '**entrepreneurship**' employed in this unit is that stated by the European Commission: "*Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity*" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that *entrepreneurship* is the vehicle that drives *creativity* and *innovation*. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up¹; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21st century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

¹ 'Doing effective entrepreneurship' is firmly grounded in theory, yet the *chalk and talk* delivery mode is not promoted in this unit. Rather, *actionable theory through practice* is strongly encouraged. *Realistic simulations*, limited not only to in-class activities such as *discussions* of the problems faced in the different phases of a business, especially in the process of commercialisation of innovative products and services, and *on-paper* creative management strategies, are considered essential.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to look at entrepreneurship ideas from different perspectives, but also to come up with more creative, original and feasible solutions to challenges that will arise.

The practical and realistic element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This real-life interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Understand the terms “entrepreneurship” and “entrepreneur” and techniques used to generate and evaluate business ideas.*
- 2. Examine important considerations while developing a new business idea.*
- 3. Apply business planning and control initiatives while developing a new business idea.*
- 4. Contribute effectively in a team to develop a concept prototype of a feasible product/service idea.*

CAPFM-506-2104: Creating and Performing for the Camera

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

Unit Description

In recent years, the filming and photographic industry proliferated to an extreme that it became an integral part of the Maltese economy. Consequently, the industry expects performers to be well-prepared for a booming sector as it has become more demanding.

This unit is aimed to prepare learners to understand the industry and its needs. It will help them develop the necessary skills to effectively create and build diverse roles (e.g. fictitious or non-fictitious). It will drive the learner to understand the concept of creating a role and developing it for the camera.

Learners will build upon given information to develop roles, taking into account a number of factors including a character's psycho-physical traits and socio-cultural backgrounds. This unit will enable the learner to interpret different roles in various scenarios. They will be geared to respond to different challenges, from issues with the build-up of emotions, to conflicts with directors and fellow actors.

Learners will be expected to understand the importance of memory work, rehearsing and warm-ups, creating different roles for the camera, performing in various environments, improvisation, working with multiple props, connecting and engaging with the camera, personal management, scheduling, and feedback.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Examine the construction of a performance for the camera.*
- 2. Create performances of different characters for the camera.*
- 3. Create and perform different pieces using diverse camera techniques.*
- 4. Examine own creative journey and experience.*

For further information, please contact us on information@mcast.edu.mt.