

# BA (HONS) PERFORMANCE: DESIGN AND PRACTICE



## BA (Hons) Performance: Design and Practice

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	Central Saint Martins
<b>School</b>	C School
<b>Programme</b>	CSM Performance (L035)
<b>Course AOS Code</b>	CSMBAPDPF01
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Method</b>	Face to Face
<b>Duration of Course</b>	3 years
<b>Valid From</b>	2025/26
<b>Collaboration</b>	N/A
<b>UAL Subject Classification</b>	Performance and Design for Theatre and Screen
<b>PSRB</b>	N/A
<b>Work placement offered</b>	Yes
<b>Course Entry Requirements</b>	<p>The standard entry requirements for this course are as follows:</p> <p>One or a combination of the following accepted full Level 3 qualifications:</p> <ul style="list-style-type: none"> <li>• Pass at Foundation Diploma in Art and Design (Level 3 or 4) and one A Level at grade C or above</li> <li>• Two A Levels at grade C or above (preferred subjects include Art, Art and Design or Design and</li> </ul>

	<p>Technology)</p> <ul style="list-style-type: none"> <li>• Merit, Pass, Pass (MPP) at BTEC Extended Diploma (preferred subjects include Art, Art and Design or Design and Technology)</li> <li>• Pass at UAL Extended Diploma</li> <li>• Access to Higher Education Diploma (preferred subjects include Art, Art and Design or Design and Technology)</li> <li>• Equivalent EU/international qualifications, such as International Baccalaureate Diploma (24 points)</li> </ul> <p><b>And</b> three GCSE passes at grade 4 or above (grade A*–C).</p> <p>Entry to this course will also be determined by assessment of your portfolio. A very high proportion of successful applicants complete a Foundation Diploma in Art and Design.</p> <p><b>AP(E)L – Accreditation of Prior (Experiential) Learning</b></p> <p>Exceptionally applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Related academic or work experience</li> <li>• The quality of the personal statement</li> <li>• A strong academic or other professional reference</li> </ul> <p><b>Or</b> a combination of these factors.</p> <p>Each application will be considered on its own merit but we cannot guarantee an offer in each case.</p> <p><b>English language requirements</b></p> <p>IELTS score of 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main <a href="#">English language requirements</a> webpage).</p>
<b>Selection Criteria</b>	<p>Applicants are selected according to their demonstration of potential and current ability to:</p> <p>Work imaginatively and creatively in visual media</p>

	<ul style="list-style-type: none"> <li>• engage with experimentation and invention</li> <li>• show imagination and ambition in your approach to the subject.</li> </ul> <p>Demonstrate a range of skills and technical abilities</p> <ul style="list-style-type: none"> <li>• show personal commitment to skill development</li> <li>• engage with materials and processes.</li> </ul> <p>Provide evidence of intellectual enquiry within your work</p> <ul style="list-style-type: none"> <li>• demonstrate relevant interest in and awareness of Performance practices across difference platforms for example theatre, moving image or digital performance.</li> <li>• reflect critically on your learning.</li> </ul> <p>Demonstrate cultural awareness and/or contextual framework of your work</p> <ul style="list-style-type: none"> <li>• identify historical and contemporary practices</li> <li>• identify social and/or cultural influences on your work.</li> </ul> <p>Articulate and communicate intentions clearly</p> <ul style="list-style-type: none"> <li>• demonstrate appropriate and effective communication skills</li> <li>• present your work appropriately and effectively in the context of a portfolio.</li> </ul> <p>Indicate the relevance of this course to your personal development</p> <ul style="list-style-type: none"> <li>• develop your own ideas beyond set project briefs</li> <li>• show willingness to work both collaboratively and independently</li> <li>• reflect your knowledge of this course.</li> </ul>
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## Awards and Percentage of Scheduled Learning

### Year 1

Awards	Credits
Certificate of Higher Education (Exit Only)	120

### Year 2

Awards	Credits
Diploma of Higher Education (Exit Only)	240

### Year 3

Awards	Credits
Bachelor of Arts	360

### Scheduled Learning Split by Level

Level 4	29%
Level 5	11%
Level 6	21%
<b>Total Scheduled Learning Split</b>	<b>18%</b>

## Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	To develop skilled and critically reflective contemporary performance practitioners who can create and produce across platforms for live performance, moving image, digital performances, and emerging hybrid and cross-disciplinary forms.
Aim	To encourage and support the creative tools necessary to develop situated and contextualised practices that engage with the social, political and economic conditions of our world.
Aim	To empower students to form their own unique creative identities as professionally developed, co-operatively minded and culturally aware performance makers and makers of performance.
Outcome	Development of skilled and critically reflective performance practices either through individual and/ or collaborative contribution that engages, or innovates, in the field of interdisciplinary contemporary performance and related specialist mediums.
Outcome	A systematic and embodied in-depth understanding of the practical, creative, theoretical, contextual, technical, social tools and aspects of contemporary performance practice.
Outcome	An understanding of social, political and economic engagement performance has within society and specifically an understanding of how this engages with audience.

	Distinctive Features
1	<b>Experimental Practice:</b> BA (Hons) Performance: Design & Practice takes a radical, interdisciplinary, experimental and frequently collaborative approach to performance-making.
2	<b>Transdisciplinary:</b> The work produced is political, free-thinking and inclusive and encompasses live performance, moving image, critical theory, socially engaged practice, choreography, scenography, dramaturgy, performance writing and digital performance.
3	<b>Ideas Led:</b> Encouraging a holistic yet flexible approach to the relationship between creative and academic practices; the course encourages practice as research, supporting students from different backgrounds to each find their unique voice.
4	<b>Professional Practice for a Creative Career:</b> You will develop your personal qualities; your resilience, resourcefulness and independence as a practitioner. The course focus' on the dialogical and collaborative skills of performance making that are required for new and emerging creative cultural economies.
5	<b>Pushing boundaries:</b> Our unique position within a specialist arts University at CSM offers collaborative and interdisciplinary opportunities that place value on adventure, restlessness; constantly questioning the genre boundaries and looking to the future by encouraging hybrid creative identities.

## Course Detail

This is a course for performance makers and the makers of performance.

BA Performance: Design and Practice is an interdisciplinary performance course for students developing both live and screen-based practices. The course challenges long-established models of authorship encouraging work that is experimental, cross-disciplinary and design-led while developing technical and practical tools in scenography, dramaturgy and movement.

Our student body and teaching team come from a wide range of personal and professional backgrounds. As a community, we are deeply committed to the idea that diverse environments are the most vibrant creatively and we actively celebrate difference. As a course, we encourage creative risk-taking by cultivating a supportive and accepting environment in which unique individual and collective perspectives can develop. We believe in the potential for performance to change the society in which we all live.

The course offers a flexible approach to charting your own creative pathway enabling you to be responsive and adaptable to the contemporary pressures of a creative career and ready to grow in response to new conceptual and technological developments in our increasingly digital world

Students are encouraged to shape their own unique specialisms and frequently graduate as multi-disciplinary practitioners. Subsequently our students graduate into wide ranging careers in performance-related industries and frequently transfer these skills to wider professions. Students typically have careers as: performance designers, directors, movement specialists, art directors, artists and creative facilitators. They work across many different fields that include performance, dance, live art, digital performance, art direction, event design, immersive experience, transmedia theatre, storytelling, applied theatre, documentary, film and moving image. Students also go on to further postgraduate study.

We are committed to developing ethical performance practices. To achieve this, we are working to embed UAL's Principles for Climate, Social and Racial Justice into the course.

## Course Units

Central Saint Martins is a site of intense cultural production, generating critical practices that frequently cross disciplinary boundaries and intersect. Central Saint Martins, as a college community, prioritises the urgencies relating to: identities and equity, climate ecologies, and publics and commons. In particular, that our community of staff and students actively pursue change in their sphere of influence that will impact and improve social justice, climate sustainability and cultural democracy.

Our curriculum is devised to allow you to chart your own constellation of practice, encouraging cross- and inter-disciplinary approaches through collaboration, experimentation and critical reflection.

Creatively you are supported within communities of practice which focus on either **body** (such as direction and movement), **space** (design orientated including performance and costume design) or **lens** (digital performance and screen based practices). These critical frameworks of **body**, **space** and **lens** enable you to define technical skills in movement, dramaturgy, scenography and screen-based work.

## **Year 1 – Introduction to performance platforms**

**Unit 1: Why Performance?**

**Unit 2: How do we co-create?**

**Unit 3: What is Practice?**

**Unit 4: Creative Unions**

In Year 1 you will begin to look at perspectives on the creation of performance. You will be introduced to different performance platforms, from live to screen-based practices, through a process of experimentation and collaboration. This year establishes the critical skills needed to communicate ideas in collaborative, co-creative and collective approaches to performance practice, introducing the core principles within the “body, space, lens” critical framework.

You will explore source material, concepts of space, time and the audience/performer relationship. You will be introduced to practical and writing skills, developing critical debates within contemporary performance practices that allow you to start building your own approach to performance.

At the end of the year you will participate in a cross-course collaborative unit focusing on social justice in artistic practice.

## **Year 2 – Narratives and Identities**

**Unit 5: Why do we tell stories? (Exploration/Experimentation)**

**Unit 6: What does it mean to tell a story? (Application/Consolidation)**

**Unit 7: What is the Experience? (Application/Consolidation)**

This year’s focus is *narratives and identities*. You are encouraged to examine the political and social contexts in which your work is made and viewed. You will establish core principles of practice related to body, space and lens, while being encouraged to develop deeper levels of critical engagement. You will explore why we make work, who we make it for and its performance and value in society. Unit 5 will encourage creative risk taking, collaboration, self-exploration and contextualisation of your developing creative practice within wider global political social contexts. Unit 6 is where you will extend your knowledge in preparation for

producing a sustained piece of research. In this final unit, you will consolidate and apply this knowledge in preparation for year 3. While the addition of either work experience or industry investigation allows students to consolidate their understanding of how their practice is situated outside of the institution.

The Year 2 curriculum moves between two types of units; focusing on either exploration/experimentation or application/consolidation with students having choice of projects within each type.

The Exploration/Experimentation units develop new insights into your creative journeys through a practice research approach. You are encouraged through critical workshops, salon discussion groups and laboratory spaces to: develop new ideas and research questions, challenge conventions and to expand practices that embed critical and contextual knowledge into your learning. These units focus on process, enquiry and knowledge.

The Application/Consolidation units; mirror professional creative practice. You work in inter-disciplinary creative teams to realise collaborative works culminating in audience encounters. You will be able to sharpen your technical tools within supported communities of practice, enabling you to develop your own identities and respond to shifting creative pressures. These units focus on realisation, communication and enquiry.

## **Year 3 – Audience and Impact**

**Unit 8: Where is my Practice? (Application/Consolidation)**

**Unit 9: What is my Practice? (Exploration/Experimentation)**

**Unit 10: Where have I been?**

This year will focus on audience and impact, encouraging you to establish specialisms with an extended emphasis on audience experience, outreach and impact. Unit 8 will focus on where you position your practice to articulate, contextualise and synthesise your practice, with self-directed projects supported by an extended self-reflective 'written' component contextualising your developing practice. While Unit 9 is practice is focussed within wider collaborative approaches across a choice of performance platforms, and through a choice of realised projects contextualising their developing practice. The final Unit of the course looks back at all your work including these projects in preparation for a showcase, an exhibition, screening, festival, online space or other form of public engagement.

## **Optional Diploma Year**

### **Industry DIPS**

This optional diploma can be taken between years 2 and 3. With support from your tutors, you will undertake an industry placement for a minimum of 100 days/20 weeks. As well as developing industry skills, you will gain an additional qualification

upon successful completion.

### **CCI Creative Computing**

Between years 2 and 3, you can undertake the year-long Diploma in Creative Computing. This will develop your skills in creative computing alongside your degree. After successfully completing the diploma and your undergraduate degree, you will graduate with an enhanced degree: BA (Hons) Performance: Design and Practice (with Creative Computing).

### **CCI Apple Diploma**

Between years 2 and 3, you can undertake the year-long Diploma in Apple Development. This will give you an opportunity to become an accredited apple developer alongside your degree. After successfully completing the diploma and your undergraduate degree, you will graduate with an enhanced degree: BA (Hons) Performance: Design and Practice (with Apple Development).

### **Mode of study**

The course runs for 90 weeks in full-time mode. It is divided into three stages over three academic years. Each stage lasts 30 weeks.

You will be expected to commit 40 hours per week to study, which includes teaching time and independent study.

**CSM Academic Support** is delivered by a team of academics and practitioners working alongside your course to help you progress and achieve your maximum potential as a student. Academic Support can help you to develop your skills in different areas, including critical thinking, research and writing, time management, presentations and working independently and collaboratively. These may be offered as part of your timetabled classes or as bookable tutorials and workshops.

### **Credit and award requirements**

The course is credit-rated at 360 credits, with 120 credits at each stage (level).

On successfully completing the course, you will gain a Bachelor of Art with Honours (BA Hons degree).

Under the Framework for Higher Education Qualifications the stages for a BA are: Stage 1 (Level 4), Stage 2 (Level 5) and Stage 3 (Level 6). In order to progress to the next stage, all units of the preceding stage must normally be passed: 120 credits must be achieved in each stage. The classification of the award will be derived from the marks of units in Stages 2 and 3 or only Stage 3, using a dual algorithm.

If you are unable to continue on the course, a Certificate of Higher Education (CertHE) will normally be offered following the successful completion of Level 4 (or 120 credits), or a Diploma in Higher Education (DipHE) following the successful completion of Level 5 (or 240 credits).

### **Learning and Teaching Methods**

The learning and teaching methods devised for this course include:

- Collaborations and group project work
- Technical instruction and development
- Open forums and on-line symposia
- Lectures and co-curated programme of guest speakers
- Seminars and discussion groups
- Critical workshops/exploratory laboratories
- Communities of practices
- Reflective practices
- Tutorials
- Independent study and practice

### **Assessment Methods**

- Documentation of process in the form of reflective blogs, digital sketchbooks and other related presentation formats
- Verbal and visual documentation and presentations
- Written and visual work
- Dissertations or audio/visual essays
- Peer and self-critical evaluation
- Your participation in debates and discussions
- Your exploration and communication of an individual programme of practice
- Evidence-based portfolios

## Reference Points

The following reference points were used in designing the course:

- The Learning and Teaching policies of the University of the Arts London;
- College policies and initiatives including local engagement, digital literacy.

The course references the HE descriptors for Level 4, 5 and 6 and integrates these with the diversity, multi disciplinarily, blurred boundaries and expanding nature of the subject area that is described in the Benchmark statements for both Art and Design and Performance. The course draws on the Creative Attributes Framework to embed enterprise and employability into the curriculum: to make things happen, showcase achievements and abilities, and life wide learning.

- HE Level Descriptor
- Creative Attributes Framework
- Art and Design Benchmark Statement
- Drama, Dance, Performance Benchmark Statement
- External professional organisations
- Contemporary performance design and practice culture.

## Course Diagram

**BA (Hons) Performance: Design and Practice** – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.

S=summative assessment

LEVEL 4 – Stage 1																															
BLOCK 1															BLOCK 2																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Unit 1: Why Performance? (20 credits)				S	Unit 2: How do we Co-create? (40 credits)										S	Unit 3: What is Practice? (40 credits)					S				S	Unit 4: Creative Unions (20 credits)				S	
LEVEL 5 – Stage 2																															
BLOCK 1															BLOCK 2																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Unit 5: Why do we tell stories? (60 credits)									F					S	Unit 6: What does it mean to tell a Story? (20 credits)				S	Unit 7: What is the Experience? (40 credits)							S			S	
OPTIONAL DIPLOMA YEAR – LEVEL 5																															
LEVEL 6 – Stage 3																															
BLOCK 1															BLOCK 2																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Unit 8: Where is my Practice? (40 credits)														S								S	Unit 10: Where have I been? (20 credits)								S
Unit 9: What is my Practice? (60 credits)																															

*The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable*