



# MCAST

Malta College of Arts, Science & Technology

MQF Level 3

AD3-02-19

Diploma in Performing Arts

Course Specification

## **Course Description**

Prospective students will embark on this Level 3 Performing Arts Course if, in the future, they see themselves working in music, theatre, dance, management, production, design or technical aspects of

the Performing Arts or if they are just wondering if this would be the right career path for them. This course will give students an introduction to the various disciplines and elements that make up the Performing Arts sector and it will allow them, not only to study theoretically, but also to experience working on projects hands-on. This course will provide students with the ideal foundation upon which to base further studies in the process of becoming a Performing Arts professional.

## **Programme Learning Outcomes**

At the end of the programme the students is able to

- 1. Understand the Performing Arts industry.*
- 2. Perform complex Performing Arts tasks according to clearly given instructions.*
- 3. Participate in the cultural life of the local community through the use of the Performing Arts.*
- 4. Apply basic techniques and materials in the Performing Arts.*

## **Entry Requirements**

- MCAST Foundation Certificate ; or
- 2 SEC/O-Level/SSC&P (Level 3) passes  
Preferred: Acting, Art, Dance, Design Technology, Graphical Communication, Music, Musical Theatre, Textiles and Design, Physical Education, Physics  
A full "Secondary School Certificate and Profile" (SSC&P) at Level 2 will be accepted in lieu of one (1) O-Level pas

## **Other Entry Requirements**

Able to work individually and in teams

## Current Approved Programme Structure

Unit Title	ECVET
The Performing Arts Industry : Preparation for Progression	6
Introduction to the History of the Performing Arts in Context	3
Introduction to Design Skills for Performance I	3
Introduction to Technical Skills for Performance I	3
Introduction to Performance Skills 1(Acting/Dance/Music)	3
Preparing and Producing Performance	3
Introduction to Entrepreneurship in the Performing Arts	3
Introduction to Design Skills for Performance II	3
Introduction to Technical Skills for Performance II	3
Introduction to Performance Skills II (Acting/Dance/Music)	6
English	4
Mathematics	4
Maltese	4
Information Technology	4
Individual and Social Responsibility	4
Science	4
<b>Total ECVET</b>	<b>60</b>

## The Performing Arts Industry: Preparation for Progression

Unit level (MQF): 3

Credits : 6

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### Unit description

The aim of this unit is to support a broad understanding of the Performing Arts industry with particular reference to Malta within its European context. It discusses the funding bodies, the various venues and the stakeholders involved in actual creative performance, together with the complementary service providers. It therefore looks at organisations and individuals involved in the management, production, technical and performance aspects of the Performing Arts industry.

This unit outlines the various roles in the sector and clarifies the links between education, training and employment in relation to specific roles in the Performing Arts. In addition, it develops the skills of the learners with regards to preparation for future employment, work experience placements, and education and training in the sector. This preparation involves the identification of the learner's strengths followed by writing letters of application, delivering presentations, and preparing for auditions and interviews, in order to best promote oneself in the different situations presented and according to the particular opportunity.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Outline the structure of the Performing Arts industry showing the different roles involved.*
2. *Match the type of education and training related to such roles.*
3. *Prepare oneself in terms of documentation, self-presentation and promotion for employment, placements, and education and training in the sector.*

## Introduction to the History of the Performing Arts in Context

Unit level (MQF): 3

Credits : 3

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### Unit description

This unit discusses a number of carefully chosen historical examples of performance work in the light of the contexts within which they were created and through which they have survived. It explores how such examples were influenced by political, social, economic, and technological developments when they were created and, where relevant, reinterpreted.

This unit also discusses the relevance of certain historical works to today's context. It will thus illustrate the possibility of using historical works as inspiration for contemporary performances and interpretations.

Furthermore, this unit gives learners the opportunity to reflect on how one's performance work today may also be affected by external factors.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Identify the different external factors that may affect performance work.*
2. *Demonstrate how significant performance work is affected by contextual factors.*
3. *Demonstrate ways in which past performance work has relevance today.*
4. *Explain the impact that external factors might have on one's own performance work.*

## Introduction to Design Skills for Performance I

Unit level (MQF): 3

Credits : 3

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### Unit description

This unit introduces learners to the design skills required in preparation for performance production such as set design, prop and mask design, together with design of costumes, hair, and make-up. The unit also discusses the health and safety requirements related to the materials, tools and equipment used in design for performance production.

This unit enables learners to develop generic skills used in the design development process namely: responding to a brief,\* conducting research, ideas generation, and communicating ideas such as developing mood boards, making preliminary sketches and/or sketch models and pitching ideas. The unit also familiarises learners with skills in responding to feedback, reviewing own work, as well as further developing ideas and finalising designs.

\*The brief may be set in relation to Units 21 and 23.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Describe the materials, tools and equipment used in design for performance.*
2. *Explain the different stages of the design development process.*
3. *Communicate own ideas in the development process of design for performance.*
4. *Assess own and others' work designed for construction/making for performance.*

# Introduction to Technical Skills for Performance I

Unit level (MQF): 3

Credits : 3

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## Unit description

This unit introduces the learner to technical skills involved in performance production. It provides basic insights into light and sound design, and the safe use of equipment which is required in a performance.

The unit develops the generic skills used in the technical design development process namely interpreting and responding to a brief,\* conducting research, ideas generation, making preliminary sketches and plots, pitching ideas, responding to feedback, reviewing own work, further developing ideas and finalising technical designs for light and sound.

\*The brief may be set in relation to Units 21 and 24

## Learning Outcomes

On completion of this unit learners should be able to:

1. *Describe the materials and equipment used in technical design for performance.*
2. *Explain the different stages of the technical design development process.*
3. *Communicate own ideas in the development process of technical design and rider for performance.*
4. *Assess own and others' technical work designed for performance.*

## Introduction to Performance Skills 1(Acting/Dance/Music)

Unit level (MQF): 3

Credits : 3

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### Unit description

This unit is designed with the aim to develop learners' skills with regards to technique and interpretation in each of the Performing Arts (acting, dance and music). For each of the three disciplines such skills will be determined upon intake following evaluation of the abilities and needs of the learners.

This unit also encourages learners to reflect on their own strengths as well as identify areas for improvement and set personal targets to accomplish such improvements.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Act showing improved confidence and proficiency.*
2. *Dance showing improved confidence and proficiency.*
3. *Sing and/or play an instrument showing improved confidence and proficiency.*
4. *Review own practise in acting, dance and music.*



## Preparing and Producing Performance

Unit level (MQF): 3

Credits : 3

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### Unit description

In this unit learners will have the opportunity to participate in the preparation, production and performance of an actual multi-disciplinary performance aimed at making a difference in the community. Therefore, this unit will give a real-life, hands on experience of working within a performance company on a community arts project culminating in an event with an audience.

Apart from describing the organisations involved in community arts projects and exploring the nature of the projects they undertake in Malta and internationally, this unit enables learners to collaborate in a team and carry out tasks within their assigned role as part of a production team in the same manner professional performance company members do. Learners may be assigned various roles including managerial, technical and design positions, as well as performance roles.

This unit relates to Units 22, 23, 24 and 25.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Explain the various organisations involved in community arts performance projects.*
2. *Prepare for a live community arts performance.*
3. *Collaborate within a team in a performance company.*
4. *Carry out tasks assigned as part of a multidisciplinary performance company.*

## Introduction to Entrepreneurship in the Performing Arts

Unit level (MQF): 3

Credits : 3

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### Unit description

This unit gives learners the possibility to get a close look at different types of Performing Arts enterprises and what it takes to set up a rewarding Performing Arts enterprise. The unit explains how an idea can be successfully developed into a business; it outlines the tasks involved and describes the complementary skills. This unit will also enable learners to value the importance of creative thinking, self-confidence and effective communication. Learners will be able to relate such qualities to the management of their own multidisciplinary production in Unit 21.

Through this unit learners will acquire knowledge about how Performing Arts enterprise can be effectively set up and sustainably run, and carry out its evaluation with a view to eventually developing own ideas for a business in the sector.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Identify what types of Performing Arts enterprises exist.*
2. *Describe the elements of a successful Performing Arts enterprise.*
3. *Analyse examples of Performing Arts enterprise.*
4. *Relate knowledge of Performing Arts enterprise to the management of own production.*

## Introduction to Design Skills for Performance II

Unit level (MQF): 3

Credits : 3

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### Unit description

This unit develops on Unit 13 and focuses on the interpretation of designs for creation and use in the actual performance work of Unit 21.

Thus the unit develops the skills used in creating work designed for performance. It shows how to safely handle some of the materials and equipment used for set construction, costume making, mask and prop making. Additionally, it looks at the design of hair and application of make-up for performance. Learners will have an opportunity to practice these skills whilst creating the actual works (i.e props, costumes etc.) to be used in the course performance.

This unit also provides learners with the opportunity to investigate materials and techniques, and select the most appropriate materials, following risk assessment, site limitations and budget constraints. Through this unit, learners will gain skills in the safe planning and managing of the production process also ensuring that the created items are fit for purpose (inclusive of basic ergonomics), and are finished on time.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Organise the process of creating designed work for performance.*
2. *Manage the process of creating designed work for performance.*
3. *Create designed work for performance.*
4. *Assess the process and work created for performance in terms of future improvement.*

## Introduction to Technical Skills for Performance II

Unit level (MQF): 3

Credits : 3

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### Unit description

This unit develops on Unit 14 and focuses on the interpretation and implementation of light and sound designs for the technical set-up and operation to support the actual performance work of Unit 21.

This unit in particular develops the technical skills used in the implementation of work designed for performance. Thus it shows how to safely use some of the technology and equipment used for light and sound for performance whilst creating and operating the light and sound to be used in the course performance. It involves the investigation into technology and equipment, and the selection of the most appropriate, following risk assessment, site limitations and budget constraints. The unit also develops skills in planning and managing the process safely, ensuring that light and sound are fit for purpose, are set up on time, and are operated as per documentation for the performance.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Plan the process of implementing designed technical work for performance.*
2. *Manage the process of implementing designed technical work for performance.*
3. *Set up and operate the designed technical work for performance.*
4. *Evaluate the process and implementation of the designed technical work for performance in terms of future improvement.*

## Introduction to Performance Skills II (Acting/Dance/Music)

Unit level (MQF): 3

Credits : 6

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### Unit description

This unit builds on Unit 15 is linked to Unit 21. It is designed to further develop skills in technique and interpretation in each of the different Performing Arts (acting, dance and music).

Content provides learners with important acting, dance and music skills and illustrates how these are supported by physical and psychological needs. It also covers a series of exercises required to assist in instrumental/vocal and body control for interpretation and improvisation. These exercises will support development in the three disciplines as follows:

- Acting: the use of the voice and body in the creation and performance of characters and roles.
- Dance: the use of one's body in the creation and performance of styles and choreography.
- Music: the creation and performance of musical styles.

Furthermore it develops learners' skills in effective communication to live audiences and/or to a camera through acting, dance and music.

Learners will be encouraged to reflect on their own strengths, to identify areas for improvement and to set targets for the accomplishment of such improvements.

### Learning Outcomes

On completion of this unit learners should be able to:

1. Describe Performing Arts techniques in acting, dance and music.
2. Apply acting techniques following appraisal of own practise.
3. Apply dance techniques following appraisal of own practise.
4. Apply music techniques following appraisal of own practise.