SNDO
Academy of Theatre and Dance
Amsterdam University of the Arts
BA in Choreography

Course description

Course: Performance Integration (PI)
Teacher(s): Stephanie Lühn
Year group: SNDO 1
Study year: 2019 - 2020
Period: May/ June
Weeks (block:) 6 weeks in block 5 (excluding performance week)
Time: 14:00 – 17:00
Hours: 3 hours (= 1 session) per week
Total amount of contact hours: 18 (excluding 24 hours applied teaching during performance week)
Total amount of self-study hours (reading, writing, homework tasks, etc.): 4

Study points: Student acquires credits/study points based on minimum of 90% participation in the course (in case of excused absence the minimum required is 70% presence). The full course study points are awarded if student participated in the above mentioned amount *and* in relationship to the quality of participation and development expected for the course.

Content (concept and week to week outline):
The PI sessions are scheduled weekly, usually once per week. The first sessions take place in a group context since the information given concerns the whole group. At a later stage of the process these group sessions might transform into individual sessions or smaller work group settings. It depends very much on the demands of the students and the dynamics of the specific year group. The teacher supports the student's needs, creating a structured context.

Prior to the start of the course each student hands in their individual performance proposals.

Week1: introduction and explanation of the production and PR planning set up by the production coordinator; introduction of the SNDO performance protocol, which contains information on assignment, budget, advisor's role, staff support, safety, post production.

Week2: production meeting with all students and technician (an ATT technician supports the projects). Students explain their performance proposal. This session is centered around the connection between artistic idea and its materialization/ translation into light/ sound/ projection/ scenography. PR strategy meeting in which PR materials are discussed and ideas about poster/ program booklet and FB campaign are developed/ brainstormed about.

Week3: technical build up. Students prepare their performance studios themselves under guidance of the appointed ATT technician. In these sessions lights and sound systems are installed.

Week4: start working in smaller work groups and with individual students. This contains exercising and guiding the writing of a PRIE, researching solutions for specific stage set ups, installing and fine tuning the performance studios. Executing PR plan.

Week5: continue working in smaller work groups and with individual students. This contains exercising and guiding the writing of a PRIE, researching solutions for specific stage set ups, installing and fine tuning the performance studios. Executing PR plan.

Week6: Students present their full-length performances to each other and the production coordinator/ ATT representative and mentor during the dry run. Information and procedure of the performance evenings and order of the individual pieces is decided after the dry run. Safety questions are raised and ideas around curatorial choices get refined.

Objectives and assessment criteria: (the student is able to..):
In their own creations the students get to undergo the process from conceptualizing their artistic ideas and doing own research to entering a structured production process.

The objective of the Performance Integration course is to guide and support the students in this process in order for them to gain tools which they can integrate in their complex processes. The course follows a 'learning through observing while doing' logic.

Placing their own individual performances in a shared festival context with other student colleagues brings many layers of decision making, anticipating, problem solving. Within the educational context all these facets of the production process are monitored and students need to receive tools, advice and expertise on the steps it takes to produce their work.

Besides attention to individual work, students are expected to think through the curatorial choices and overall festival program. Besides emphasis on experimentation significant attention is given to the relation between process and the outcome.

The student is expected to establish a process which is faithful to the concept and research questions, guide their team, cooperate and inspire the production and technical team, give and receive the feedback during and after the process as well as to reflect on their choices and locate these into wider contexts.

Literature, websites, background: (as reference or actual course material):

The PI course loosely follows the structure of the ATD guideline *Routeplan Productie,* which is accessible to all students via the webportal myahk.nl. References are made to downloadable documents from there (expenses form, advance payment form, PRIE form etc), but also to find email addresses of the facilitating departments and to other important background knowledge related to producing performance works in the school context: https://www.myahk.nl/en/web/routeplan-productie/intranet-atd/production-route-planner/idea

Teaching format:
☐ technique class
☐ task directed education
X learning through performance project
☐ seminar / group work
☐ stage / work placement
☐ individual advising
☐ instruction, self-study, feedback
☐ peer to peer feedback
☐ various
☐ other: please describe

Form of students output:
X process
X product
☐ presentation
☐ report
☐ essay
☐ (theory) exam
☐ other: please describe

Assessment by whom:
X teacher
☐ group
X someone else: if facilitating staff mentions important observations, compliments a student or has critical feedback, those aspects can be included and contextualized in the teacher's assessment as well

Assessment: teacher fills in a written assessment form. The quality of participation in the actual PI sessions and the relation between process and the outcome is assessed.

Which competences the course contributes to (please refer to the end goals/competences in the SNDO study guide):

CRAFTSMANSHIP
POTENTIAL FOR GROWTH AND INNOVATION
ENTREPRENEURIAL AND ORGANISATIONAL ABILITY
COMMUNICATIVE ABILITY
COLLABORATIVE ABILITY

Conditions:

Remarks: