

# BA in Film & Theatre and History of Art

## For students entering Part 1 in 2007

UCAS code: WV44

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):

The University of Reading  
The University of Reading  
Dance, Drama and Performing Arts,  
Communications, Media, Film and  
Cultural Studies and History of Art and  
Architecture  
Programme length: 3 years

Faculty of Arts and Humanities  
Date of specification: June 2008  
Programme Director:  
Programme Adviser:  
Board of Studies:

Dr John Gibbs  
Dr Sue Malvern  
Film, Theatre & Television,  
History of Art  
Not appropriate

Accreditation:

### Summary of programme aims and learning outcomes

The central aim of the programme is to enable students to gain an understanding of major areas of cinema and of theatre since the late nineteenth century and a framework for examining changing categories of art, architecture and visual artefacts in different places and times. Students will experience some of the varied achievements of filmmakers, writers and theatre practitioners and become familiar with a range of perspectives which can inform analysis of film and theatre texts, gain an understanding of the methods of analysis particular to art historical enquiry, and appreciate the changing nature of the discipline's priorities, approaches and focuses of study.

### Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

On completion of this programme, students are expected to have developed a range of transferable skills including: fluency in writing and oral communication; the ability to formulate and evaluate their own arguments and those of others; to translate subject-specific knowledge and skills to new environments; the ability to find and use relevant information resources, to manage their time effectively, and use basic word-processing, information retrieval and IT skills; the ability to work co-operatively with others. The programme will include opportunities to develop skills at making oral presentations and to use visual images to support an argument.

### Programme content

Each Part of the degree comprises 120 credits. In Part 1 students must take a minimum of 40 credits and a maximum of 60 credits worth of modules in the Department of Film, Theatre & Television and 60 credits worth of modules in the History of Art Department. In Part 1 any remaining credits can be made up from modules available elsewhere in the University. In Parts 2 and 3 they must normally take a minimum of 60 credits in both the Film, Theatre & Television and the History of Art Departments in each Part. In each part, however, up to 20 credits can be substituted for non-compulsory modules with modules available elsewhere in the University.

#### Part 1 (three terms) Certificate level

*Credits Level*

#### Film, Theatre & Television Department

##### Compulsory module

FT1CHA *Introduction to Film and Theatre*

40 C

##### Optional module

FT1TFC *Introduction to Television Studies*

20 C

##### Compulsory module in Art History (20 credits)

HA1AB *History of Art and Architecture Workshop*

20 C

### Optional modules in Art History

At least 20 credits to be made up from the following:

HA1AA	<i>Art's Histories: a survey</i>	20	C
HA1AC	<i>Makers and making: artist, architects and their practices</i>	20	C

**Part 2 (three terms)** Intermediate level Credits Level

### Film, Theatre & Television Department

Compulsory modules (60 credits)

FT2US1A+B	<i>Studies in US Cinema 1</i>	20+10	I
FT2BTA+B	<i>Studies in British Theatre</i>	20+10	I

Optional module

FT2BP	<i>Bulmershe Production</i>	10	I
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### Notes:

10 credit modules MUST be taken together with the relevant 20 credit module, making the module worth 30 credits.

Students taking the Bulmershe Production optional module will substitute this for 10 credits in any Part 2 module.

### History of Art Department

Admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules (40 credits)

HA2ST	<i>Study Trip abroad</i>	20	I
HA2DD	<i>Distance and difference: perspectives on art, architecture and visual culture</i>	20	I

Optional module: 20 credits

A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

**Part 3 (three terms)** Honours level Credits Level

Compulsory

FT3JDHA	Joint Dissertation	40	H
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### Department of Film, Theatre & Television

Optional modules: 40 credits

Students take one Critical Option, comprising two linked 20 credit modules with the suffixes A and B, which must be taken together. A complete list of Critical Options is available from the Director of Teaching and Learning in Film Theatre & Television. Admission to optional modules will be at the discretion of the Director of Teaching and Learning.

FT3BP	<i>Bulmershe Production</i>	10	H
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Students taking the Bulmershe Production optional module will substitute this for 10 credits in any Part 2 module.

### History of Art Department

Admission to optional modules will be at the discretion of the Programme Director.

Optional modules: 40 credits

A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

### **Progression requirements**

To proceed from Part 1 to Part 2, students must: a) have obtained a mark of 40% or above in each of their two compulsory History of Art modules and the compulsory module in Film & Theatre; b) must have achieved an average of 40% or above in the Part 1 examination as a whole; and c) have no module mark under 30%.

To proceed from Part 2 to the Year Abroad students must: a) obtain a mark of 40% or above in the compulsory History of Art module (HA2ST) and in the compulsory modules in Film & Theatre (FT2US1A/B and FT2BTA/B); b) must obtain an overall average of 40% in the 120 credits at Part 2; and c) have no module mark under 30%.

### **Summary of teaching and assessment**

Teaching is through lectures, seminars and tutorials. Interaction in seminars is central to both parts of the programme, and weekly seminars, informed by lectures, are common to most modules in both Departments (in History of Art Part 3 modules are taught by seminar only). Compulsory theatre visits and/or regular film screenings are integral to most modules in Film & Theatre.

Assessment of critical modules in Part 2 and 3 of Film & Theatre is mainly by coursework, which includes formal essays of various kinds (including extended essays) as well as other written assignments such as take away exam questions. In Film & Theatre Part 1 assessment is by a mixture of coursework and unseen examination. In History of Art, assessment of all three parts of the degree is by a mixture of coursework and timed examination.

The Part 3 joint dissertation comprises a piece of independent research, directed through one-to-one tutorials, and assessed entirely through coursework.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and part 3 for classification purposes is 33% and 67%.

### **Admission Requirements**

Entrants to the Joint Degree programme are normally required to have obtained:

A levels

280 points from 3 A2s, to include 100 pts (grade B) in one of English Literature, Drama, Theatre Studies, Film Studies.

320 pts from 3 A2s + up to 2 AS, to include 100 pts (Grade B) in one of English Literature, Drama, Theatre Studies, Film Studies.

There is no requirement that History of Art should have been studied at A Level.

AS

2 good AS grades are accepted as 1 supporting A level

Irish Leaving Certificate at least ABBBB (A in English Literature)

International Baccalaureate 31 points with 6 or 7 for Higher level English Literature

GCSE/O Language preferred: grade C or above.

All applications are considered on their individual merits. Mature candidates will be expected to have a B at A level English Literature, Theatre Studies, Drama Studies or Film Studies, or equivalent qualification. In other respects, generous concessions may be made to reflect the value of other qualifications and experience.

Admissions Tutors: Ashley Thoroe, Tom Brown and John Bull (Film, Theatre and Television), Simon Lee (History of Art),

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Students receive Handbooks from both Departments, which give details of the Programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialised help within the University, such as the Study Skills Advisor and the Counselling Service. The Programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. Academic feedback and guidance is given through detailed comments (oral and/or written), and academic and personal support is provided through the personal tutor system and PAR. Dissertation workshops prepare students for the Part 3 dissertation, which is individually supervised. A video-viewing suite is available within the Faculty (on the Whiteknights campus). The Department of Film, Theatre & Television has an extensive collection of films and television programmes (currently about 6,000), to which students may have access, and a range of viewing facilities. In History of Art, additional support is provided through a subject-specific reading room containing essential course texts, reference works, some current periodicals and photocopying facilities. There is also a slide library containing 84,000 slides from all periods of art and architecture history, which students will consult as part of their studies. It includes resources in videotapes and computers. First hand study of works of art is provided through particular classes taught in museums, art galleries or on architectural visits and by a period of study at a centre abroad, as well as through the Department's own collections mainly of drawings.

The Library, which has buildings on both the Whiteknights and Bulmershe campuses, has an extensive collection of printed materials as well as electronic databases, such as the OED, the MLA Bibliography, and the DNB on CD ROM, and such on-line resources as JSTOR and First Search. Specialist subject librarians are available to give students advice and guidance to library resources.

### **Career prospects**

Since Film & Theatre and History of Art is not a vocational programme, career possibilities are very wide ranging. Graduates find that the specific as well as the transferable skills developed by the programme enable them to enter many fields of work including education, banking, commerce and industry, arts administration, advertising, accountancy, personnel, the civil service, local government and the performance/media industries. In addition, a number of specialised careers are open to History of Art graduates, such as jobs in Museums, auction houses and increasingly the heritage and leisure industries. Students may also go on to post-graduate study in both subject areas at MA and PhD levels, both at Reading and elsewhere.

### **Opportunities for study abroad**

Students in the Department of History of Art have the opportunity to spend a period of study abroad during Part 2 as part of the Socrates scheme.

### **Educational aims of the programme**

The programme in Film & Theatre and History of Art aims to develop students' intellectual potential, enabling them to progress to a wide range of careers or to postgraduate study, while also promoting a lifelong love of learning.

The central aim of the Film & Theatre combined subject programme is to enable students to gain a confident grasp of critical methods appropriate to the study of Film & Theatre and an understanding of major areas of cinema and of theatre since the late nineteenth century. Students will experience some of the varied achievements of filmmakers, writers and theatre practitioners and become familiar with a range of perspectives which can inform analysis of film and theatre texts. The emphasis is on the close study of plays and films and on critical debates and competing theories that have influenced discussion of theatre and cinema.

The History of Art combined subject programme aims to provide a framework for examining changing categories of art, architecture and visual artefacts in different places and times. It will stimulate student's academic and personal development, extending and broadening their range of intellectual skills and abilities. It will develop advanced skills in analysing visual culture and embed the examination of the production and reception of art and architecture within different cultural and social contexts, including issues such as class, race and gender. It will promote a critical understanding of visual aesthetics, artistic and architectural practices and aesthetic traditions. It will foster a critical understanding of the relationship between contemporary conceptions of art, architecture and visual artefacts, and those held elsewhere in other periods, promoting a conception of history of art as a dynamic discipline encompassing divergent, sometimes conflicting, approaches and views. It will aim to promote students' independence and initiative in the organisation and completion of their work and in the formation of judgements.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### ***Knowledge and Understanding***

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. A selection of film and theatre texts from a range of national and cultural contexts from the late nineteenth century until the present day. A broad range of Western art forms and artistic and architectural practices from the Middle Ages to the present day and in comparison to selected cultures in other times and places;</li><li>2. A variety of approaches to film and theatre making, and to the production of diverse forms of art.</li><li>3. Methods of aesthetic, critical, dramatic, filmic and analysis.</li><li>4. Ways in which social, cultural and historical issues relate to the visual arts and architecture, and to drama and film texts.</li><li>5. A range of approaches in History of Art and Film and Theatre studies.</li><li>6. Selected special fields of History of Art and Film and Theatre.</li><li>7. Key issues and current priorities in art and architectural history including conflicting interpretations and specific methods of analysis germane to the historiography of the subject;</li><li>8. Advanced abilities to interpret visual artefacts, their function and meaning;</li></ol>	<p><i>Teaching/learning methods and strategies</i></p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, workshops, and individual essay feedback), prescribed and recommended reading and viewing, and the writing of essays and a dissertation. Part 1 offers a broad introduction to 1, 2, 3, 4 and 5 and 8. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2 and 4 and 7 through seminars, lectures and individual feedback. Part 3 introduces more specialised study, particularly in relation to 3, 5 and 6, and 8 and 9 through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i></p> <p>Most knowledge and understanding are tested through a combination of coursework, seen and unseen formal examinations, a dissertation and oral presentation.</p>
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**Skills and other attributes**

<p><b>B. Intellectual skills :</b></p> <ol style="list-style-type: none"> <li>1. Capacity for independent analysis and research</li> <li>2. Identification of problems and issues</li> <li>3. The ability to read, watch analyse and interpret closely and critically</li> <li>4. An ability to reflect on one's own positions</li> <li>5. An ability to analyse and interpret visual artefacts;</li> <li>6. An ability To synthesise and integrate evidence from multiple and diverse sources, including visual resources;</li> <li>7. A capacity to recognise and critically evaluate past and current theoretical approaches and competing interpretations;</li> </ol>	<p><i>Teaching/learning methods and strategies</i></p> <p>Intellectual skills are acquired through independent reading and viewing (1), preparation and discussion in seminars and workshops, essay writing (1, 2, 3) and essay feedback, in both written forms and individual tutorials. In History of Art, lectures and seminars demonstrate how to use visual evidence in the construction of arguments and students will develop advanced skills in this through seminar presentations and coursework tasks. Such skills are additionally fostered through opportunities to study visual artefacts at first hand including in the compulsory module in History of Art involving study abroad.</p> <p><b>Assessment</b></p> <p>1 – 3 are assessed both formatively in coursework essays, and summatively in essays, seen and unseen exams. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials. Formative assessments are for the guidance of the students, and do not contribute to the module mark. These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and unseen examinations. Examinations in History of Art also include compulsory questions analysing visual artefacts.</p>
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<p><b>C. Practical skills:</b></p> <ol style="list-style-type: none"> <li>1. The ability to criticise and formulate interpretations of drama and film texts (including theatre performances), architecture and art works of varying kinds.</li> <li>2. An ability to engage in critical argument using relevant theoretical approaches</li> <li>3. An awareness of the rhetorical resources of the English language</li> <li>4. Bibliographical and research skills</li> <li>5. A knowledge of appropriate conventions in the presentation of written work</li> <li>6. An ability to relate the study of Film and Theatre and History of Art to cultural and social issues</li> <li>7. A capacity for critical judgement in the light of evidence and argument;</li> <li>8. An ability to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data</li> <li>9. A capacity to plan and carry out a primary research project, working independently.</li> </ol>	<p><i>Teaching/learning methods and strategies</i></p> <p>1 – 3 and 6 are developed in seminars, workshops, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision.</p> <p>Identifying visual artefacts and sources is taught in History of Art from Part 1, including assessed tasks which test the student's ability to find and select appropriate visual evidence for analysis and comparison. Such skills are additionally fostered in Part 2 where greater emphasis is placed on increasingly complex and sophisticated analyses, including the ability to recall and use visual and other data from often disparate and widely separated sources and locations</p> <p><i>Assessment</i></p> <p>All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in seen and unseen examinations. Formative assessments are for the guidance of the students, and do not contribute to the module mark.</p>
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<p><b>D. Transferable skills:</b></p> <ol style="list-style-type: none"> <li>1. Fluency in written and oral communication</li> <li>2. The ability to formulate and present arguments</li> <li>3. Assessing the merits of competing approaches</li> <li>4. The ability to translate subject-specific knowledge and skills into other environments</li> <li>5. The ability to find and use relevant information resources</li> <li>6. Time-management skills and the ability to manage personal workloads.</li> <li>7. A creative approach to problem-solving</li> <li>8. Group and interpersonal skills</li> <li>9. An ability to self-evaluate and self-reflect</li> <li>10. Use of information technology, especially word-processing</li> </ol>	<p><i>Teaching/learning methods and strategies</i></p> <p>Transferable skills are developed through seminar and workshop discussions (1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback, seen and unseen examinations (1 – 9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analysing new material in essays, seen and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).</p> <p><i>Assessment</i></p> <p>1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, seen and unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials. Formative assessments are for the guidance of the students, and do not contribute to the module mark.</p>
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**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**