



MODULE: PERFORMING ARTS	
General Objective:	To use the creativity addressed to the required parameters, work the entrepreneur attitude and the professionalism, valuing the student's talents in scenic arts.
Specific Objectives	<ul style="list-style-type: none"> - Develop the entrepreneur attitude: initiative, self-management of their time and resources, self-discipline / self-motivation and ability for adaptation - Self-consciousness of their own creative process: search for inspiration, elaboration of the idea seed, project definition, creativity in performances, expectancy management - Work on the real thing: the participants should carry out simple and effective ideas to strengthen their professional competences. - Reinforce that / those scenic arts subject/s in which the student wants to get developed in.
Units (2-4) <i>Each UNIT should be described in detail in the next template</i>	<ol style="list-style-type: none"> 1.- Identity and representation 2.- Shape and narrative in scenic arts 3.- Generate interaction: train, boost, influence
Learning Outcomes of the module	<ul style="list-style-type: none"> - The student will be able to apply tools to manage one's own creativity and the emotional processes linked to it. - The student will be able to develop attitudes and aptitudes for entrepreneurship. - The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents. - The student will be able to develop the scenic arts from both personal and social transformation perspective. - The student will be able to create three feasible creative projects, working on the process and managing resources.
Module duration	35 hours (Unit 1: 18h; Unit 2: 16h; Unit 3: 16h)
Evaluation method and criteria	<p>Method: observation, project submission and making the process carried out to develop the project visible.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Comply with the deadlines set in each didactic unit. - Focus on results



Skills for the Creative Economy

	- Involvement in the exercise development.
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MODULE: PERFORMING		
ECVET Unit: IDENTITY AND REPRESENTATION		
Reference Qualification:	Expert on representation and interaction in scenic arts	
EQF Level	4	
Learning Outcomes	<ul style="list-style-type: none"> - The student will be able to apply tools to manage one's own creativity and the emotional processes linked to it. - The student will be able to develop attitudes and aptitudes for entrepreneurship. - The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents. 	
Knowledge	Skill	Competence
<ul style="list-style-type: none"> - Self-Knowledge - Identify the key points of the own creative process - Describe the perfectionism vs optimism - Define the own creative process without critical judgment 	<ul style="list-style-type: none"> - Determine the speaking and voice training - Apply the self-motivation and introspection - Control the emotions and moods - Analyze the valid referents concerning the performing to use them in the own creation. 	<ul style="list-style-type: none"> - Adapt the internal work process to the objectives and criteria required. - Create an art project on demand. - Define the self-knowledge of the own creative process and overcoming obstacles. - Develop the talents knowledge and individual identity.



MODULE: PERFORMING		
ECVET Unit: SHAPE AND NARRATIVE IN SCENIC ARTS		
Reference Qualification:	Expert on representation and interaction in scenic arts	
EQF Level	4	
Learning Outcomes	- The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents.	
Knowledge	Skill	Competence
<ul style="list-style-type: none"> - Identify the basic elements of the performing structures - Describe the shape through the observation - Explain the own creative process of the work 	<ul style="list-style-type: none"> - Storytelling - Discuss the narrative structure shapes - Analyze the narrative form or structures of two works or performing interesting for students - Analyze the shape through the observation 	<ul style="list-style-type: none"> - In a professional environment, clarify in a narrative way the creation strengths to the customer, making visible the creative process in an understandable and effective way. - Generate the emotional effects of the narrative rhythms on the audience. - Decide useful clues to extrapolate to the creations and to what part give greater narrative force. - Criticize the forms and structures



MODULE: PERFORMING		
ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE		
Reference Qualification:	Expert on representation and interaction in scenic arts	
EQF Level	4	
Learning Outcomes	<ul style="list-style-type: none"> - The student will be able to develop the scenic arts from both personal and social transformation perspective. - The student will be able to create three feasible creative projects, working on the process and managing resources. 	
Knowledge	Skill	Competence
<ul style="list-style-type: none"> - Clasify group dynamics - Describe the theory of collective creative processes - Identify leadership styles - Expose the 7P's Gamestorming and its application to the performing arts - Give examples of nonviolent communication 	<ul style="list-style-type: none"> - Analyze factors that facilitate or impede apply the coaching or skills to train others - Demonstrate leadership when it comes to carrying out a team project - Apply active listening - Use motivation - Apply teamwork 	<ul style="list-style-type: none"> - Strengthen teams meeting their needs and the creative purpose - Generate enabling environments for creating - Integrate the conflict management within the group - Plan rehearsals and generate teaching-learning process - Manage the adversities in collective creative processes - Increase motivation



ECVET Unit: IDENTITY AND REPRESENTATION				
Reference Qualification:	Expert on representation and interaction in scenic arts			
Module Title	PERFORMING			
Module Type	Sector-specific			
Module Theme	Performing arts			
	Training Methods		Training hours	Weight
Instructor-led/Classroom-based	Theoretical learning	Creativity theory, strengthening knowledge of e-learning	1hours	6%
	Practical learning	Individual (and group) creative work with voice, body and materials (drawing, paper...)	4 hours of individual work and shared reflection and results in the team	22%
E-learning	Listen audio lessons on creative processes, watch videos, do individual exercises to share with teachers, perform 3 practical exercises on comic performance		8 hours	44%
Other	Character creation and representative action		5 hours of workshops – final project	28%
Total training hours			18	
Total ECVET points			1,35	



ECVET Unit: SHAPE AND NARRATIVE IN SCENIC ARTS				
Reference Qualification:	Expert on representation and interaction in scenic arts			
Module Title	PERFORMING			
Module Type	Sector-specific			
Module Theme	Performing arts			
Training Methods			Training hours	Weight
Instructor-led/Classroom-based	Theoretical learning	Collaborative learning (between participants); Compiling information worked practically; Class of strengthening structures and theories. Extrapolate bases of comic to performing arts	2 hours	15
	Practical learning	Create a joint history and perform it in a short time starting with a random word	3 hours	25 (taking into account the qualitative learning weight, not the number of hours)
E-learning	Listen theory lessons, watch videos, read, explore suggested links on the Internet, look for two works to be analyzed. Reflect and give feedback of learning		6 hours	35
Other	Create a story from what has been analyzed and turn it into storytelling		5 hours of workshops – final project	25
Total training hours			16	
Total ECVET points			1,20	



ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE				
Reference Qualification:	Expert on representation and interaction in scenic arts			
Module Title	PERFORMING			
Module Type	Sector-specific			
Module Theme	Performing arts			
	Training Methods		Training hours	Weight
Instructor-led/Classroom-based	Theoretical learning	Contribution of participants, classes with teacher to strengthen knowledge and complete information on the issues worked in a practical way	2 hours	15%
	Practical learning	Exercises and learning group dynamics (physical) through experience. Roll-Playing. Also using (voice, body, warming up exercises and learn to energize)	3 hours of group work and shared reflection as a team	20%
E-learning	Readings, watching videos, listening lessons, seek information on the Internet and other media, reflection exercises to be reviewed by the teacher + fill in table "7ps"		6 hours	35 %
Other	Workshop: participants should train other people in something they know, preparing the session and performing it + final reflection		5 hours of workshops – final exercise)	30%
Total training hours			16	
Total ECVET points			1,20	

