UNIVERSITY OF KENT AT CANTERBURY

MODULE SPECIFICATION TEMPLATE


To use this template, download the file and insert text in the sections provided. You should consult your Department Director of Learning and Teaching when preparing a proposal. Directors of Learning and Teaching are required to sign off proposals before submission to the Faculty Learning and Teaching Committee. Please delete all the sections in italics before submission to the Faculty Officer.

1 The title of the module
   Character development and dramatic styles

2 The Department which will be responsible for management of the module
   School of Acting

3 The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
   I

4 The number of credits which the module represents
   50 Credits

5 Which term(s) the module is to be taught in (or other teaching pattern)
   The module is taught throughout the second year of training. (Autumn, spring and summer terms)

6 Prerequisite and co-requisite modules
   Techniques of character development

7 The programmes of study to which the module contributes
   BA (Hons) Professional Acting

8 The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
   At the end of this module the student will:
   • Be able to demonstrate personal responsibility and adaptability in the creation of a character to facilitate directorial requirements over a variety of dramatic texts
   • Be able to demonstrate sustained focus throughout a rehearsal period in the development and presentation of a character
   • Be able to demonstrate knowledge of a range of dramatic texts

These specific learning outcomes are designed to build on the work of the module Techniques for Character Development. Students are expected to be able to sustain a character for longer periods and work within directorial requirements in the creation of the character within ensemble work. This will require students to respond constructively to direction and notes given regarding scene dynamics and characterisations. Students will be expected to research their characters and the production outside the rehearsal room.
The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Communication skills
- Team work and group dynamics
- Physical skills
- Creative and imaginative skills
- Sustained focus and concentration
- Managing workloads and deadlines
- Safe working practice

These generic outcomes support an individual’s ability to work as part of a company, to manage their own personal organisation and to encourage creativity, flexibility, confidence and focus in the creation of a sustained characterisation.

A synopsis of the curriculum

- Shakespearian Characterisations
- English 18th Century texts
- 20th Century texts
- Devised work
- Music Theatre

The investigation of characterisations in the range of dramatic texts will be explored through rehearsal, leading to a workshop presentation with no production values.

Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

This module builds on the work undertaken in Techniques for character development and as such the focus of work moves away from tutor led class work which in this module accounts for 33 hours, to a higher degree of experiential learning – 441 hours, as students study a range of characterisations and dramatic styles in rehearsal and presentation to their peers and tutors.

Throughout the unit students will also receive 45 minutes of one to one tutorials over three terms, in order to discuss their progress and this tutorial system supports the continuous feedback students receive during class work and workshop presentations.

Assessment methods and how these relate to testing achievement of the intended learning outcomes

Assessment is continuous and measured against the learning outcomes. Final assessment is awarded at the end of the module and students are awarded a pass or fail grade. The pass/fail grade is based on three assessment points during the module, which take the form of written assessment at the end of each term or section of work as detail in the student handbook. By undertaking this frequency of assessment, staff members are able to provide regular guidance.
and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Assessment takes into consideration, both the student’s commitment and achievement during class and the final presentation of work. Equal weight is given to both the process and the presentation of work. LAMDA considers the development through the learning experience to be as valuable as final presentation, as part of the creative experience. By undertaking the frequency of assessment, staff members are able to provide regular guidance and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching
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Date

**Statement by the Head of Department:** "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

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Head of Department
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Date

Revised August 2002