The title of the module
Playwriting

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

The Start Date of the Module
September 2010

The cohort of students (onwards) to which the module will be applicable.
Entry 2010

The number of students expected to take the module
Between 2 - 6

Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
None

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

The number of credits which the module represents
25 Credits

Which term(s) the module is to be taught in (or other teaching pattern)
The module may be taught during the Autumn, Spring or Summer terms

Pre-requisite and co-requisite modules
None

The programmes of study to which the module contributes
BA Honours Top Up in Theatre Arts

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
At the end of this module the student will:

- Understand the specific nature of writing for theatre and performance
- Be familiar with a range of dramatic texts, their form, genre and dramaturgical techniques
- Understand the artistic, intellectual and logistical challenges relating to the creation of dramatic texts.
- Begin the process of cultivating their creative voice within the playwriting art form.

These learning outcomes guide the student towards understanding a range of styles and techniques used in playwriting. Through the study of a range of genres, students will begin to formulate their own voice and develop techniques which can be applied to the process. They will also be able to apply their previous experience in professional acting to the development of language and dialogue, whilst connecting their work as actors with the needs and intentions of the playwright.
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The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Creative and imaginative skills
- Time management
- Problem solving and resolution
- IT skills
- Communication skills
- Work independently
- Personal responsibility and initiative

Developing a dramatic text requires the student to be able to work independently, drawing on personal experience and contextual research. Additionally students will need to be able to communicate their thoughts and ideas verbally and in written form, to tutor, director and company as part of the process of realisation. These generic learning outcomes support that process.

A synopsis of the curriculum

- Plays and playwrights – a history
- Playwriting techniques which may include translation, personal histories and structures
- The actor as a resource
- Employment, literary agents and representation

Indicative Reading List

Aristotle *The Poetics*
Ayckbourn. A, (2004)*The Crafty Art of Playmaking* Faber and Faber
Booker. C, (2005)*The Seven Basic Plots* Continuum International Publishing Group Ltd
Brook, P.(2008)*The Empty Space* Penguin Classic
Chekhov, M. (1986)*To the Director and the Playwright* Limelight Editions
Dromgoole, D. (2001)*The Full Room* Methuen Drama
Grotowski, J. (1975)*Towards a Poor Theatre. 2nd revised Edition* Methuen Drama
Hagen, U. (1973)*Respect for Acting* John Wiley & Sons
Hauser, F. Reich, R. (2006)*Notes on Directing* Atlantic Books
Kott, J. (1967)*Shakespeare Our Contemporary* Routledge
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 comprises of 250 hours of study, approximately broken down as follows:
150 hours of class work including rehearsals and showings
100 hours of private study, include work on creating and re-drafting texts

This module will primarily be taught through class work including master classes with visiting professional writers and independent study. Students will be expected to complete a number of writing projects, the largest of which will be a 30 minute short piece for rehearsed reading. Tutorial support will be provided for all the writing projects in this module. Additional, students will visit professional theatre companies specialising in new writing. Opportunity will be provided to work alongside one of the new writing projects undertaken in final year of the three year programme, to shadow the writer and develop an understanding of his/her process.

Students will be supported by a mentor to create a short piece of work, which will be given a rehearsed reading

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

• 30% assessed class work. (tests all the learning outcomes)
• 70% Short piece created for and presented at a rehearsed reading. (tests all the learning outcomes)

Assessment is continuous and measured against the learning outcomes.

The External Examiner is invited to attend the rehearsed reading.

Students are graded on a 1 – 15 scale (1 = fail/15 = Outstanding) for each piece of assessed work. 4 is the minimum pass mark. Two marks are awarded for each assessment by the class tutor. The first mark is for aptitude towards the work, the second mark is for achievement. Each mark carries equal weight.

At the end of the term, the teaching staff, with the Head of the Acting Department, will meet to discuss the students work and achievement, agreeing to award an overall grade. Confirmation of the final module mark is made at the internal examination board, with the approval of the senior teaching staff. If a student were to fail this module, they would have to retake the module. A re-sit opportunity can only be provided in the next academic year.

Implications for learning resources, including staff, library, IT and space

Teaching and mentoring staff from this module will be drawn from the existing faculty. Students have access to existing library facilities and LAMDA has a reciprocal agreement with other CDD schools to access their libraries. There are no anticipated additional draws on the existing resources for this module.
A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes.