1. **Title of the module**
   Advanced Skills for Performance – LAMASP7

2. **School or partner institution which will be responsible for management of the module**
   London Academy of Music and Dramatic Art (LAMDA)

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   Level 7

4. **The number of credits and the ECTS value which the module represents**
   10 Credits

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Year 2, Term 1

6. **Prerequisite and co-requisite modules**
   Not applicable

7. **The programmes of study to which the module contributes**
   MFA Professional Acting.

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will demonstrate:
   
   **A1.** A wide range of performance styles, mediums and methodologies incorporating techniques in voice, movement, music and acting at a complex level
   
   **A3.** A complex understanding of key methodologies in the craft of acting and demonstrate this understanding in their practice.
   
   **A5.** Performance skills to a high industry standard
   
   **A6.** Self-direction and originality in their work
   
   **B1.** A comprehensive understanding of, dramatic texts from the classical theatre up to modern theatre
   
   **B2.** Originality in the creation of their work together with a practical understanding of how established techniques of research and enquiry are used within the context of performance
   
   **B3.** The ability to continue to advance their knowledge and understanding, and to develop new skills to a high level
   
   **B4.** Initiative, creativity and imagination in achieving characterisations
   
   **C1.** An ability to inhabit, bring to life and sustain engaging characterisations through textual analysis, research, rehearsal and performance
   
   **C2.** An excellent standard of professional discipline
   
   **C3.** Be able to undertake performances, both public and closed, in a range of venues, communicating clearly to audiences of differing size and type.
C4. Be able to apply acting, voice and movement skills in performance

C5. The development of the vocal instrument as fit, strong and flexible in order to liberate the voice to become an expressive and responsive channel for the emotional and intellectual needs of the actor, the character and the text

C6. The ability to sing as an individual or as a member of a chorus, as may be required of a rounded performer, with and without a microphone

C7. The ability to communicate character, emotion and narrative through movement with a good level of fitness and stamina

C8. The ability to undertake a range of period and contemporary dance styles

C10. An understanding of the responsibilities towards maintaining a safe working environment, both as an individual and as a member of the ensemble.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

D1. A high level of communication skills

D2. Work as a valuable and contributory team member

D3. Initiative and creativity in problem solving

D4. The ability to evaluate his/her own performance, development and contribution to the group work

D6. The ability to research, analyse and examine a range of information

D7. Personal development strategies to sustain a career as a freelance performer

10. A synopsis of the curriculum

The curriculum of this module consists of classes and workshops in which students apply the skills required to approach character work across a range of styles, periods and genres. Group Improvisation builds on the subject-specific skills acquired during your 1ST Year.

The curriculum consists of the following classes:
- Acting as Craft
- Voice
- Movement
- Music

In addition to above, the curriculum for this module will also cover the following:
- Tutor-led seminar to introduce best practice research methodologies as applicable to the discipline; to include citation and bibliographic referencing.
- Public presentation to tutors and the student community

The MFA Professional Acting is a course in which the analytical skills gained through academic study prepare students for a variety of tasks essential to developing as an actor. The student draws upon their experience of the preceding modules in their 1ST year and, under the guidance of a mentor/ tutor, presents course work that demonstrates his/ her understanding of industry practices. Process of the artist classes enables students to further their skills and understanding by means of self-reflective processes.
11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**


12. **Learning and teaching methods**

This module comprises of 169.2 hours of study, approximately broken down as follows:

- 150 hours of class work including rehearsals and showings
- 19.2 hours of private study.

Students work with staff in tutor-led sessions that are based on the specific requirements of actor training.

All acting work is delivered through group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting on which the learning and teaching are based.

Throughout the module, each student receives a formal individual feedback tutorial with the head of every teaching department at the end of every term to discuss progress, and agree individual targets for development. These tutorials draw on written reports from every class the student has taken in each department. In addition, students receive daily informal feedback on solo and ensemble work as part of LAMDA’s policy to monitor process.

13. **Assessment methods**

13.1 **Main assessment methods**

Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by assessing each individual student.

All assessment on this module is via course work, based on continuous evaluation. This results in summative feedback reports for each student at the end of each term, and an overall grade of the student’s work at the end of the module. Over the duration of the module, the student’s contribution to and performance in each series of classes or workshops results in two marks, weighted equally: one mark for process and one for performance.

- **Process** marks reflect students’ preparation for and approach to the work, and the extent to which they have applied professional attitudes to the acquisition of new skills or techniques.
• Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated

Initial assessment grading is done in accordance with the University of Kent’s assessment scheme, and its available percentage grades. The criteria applied are outlined in the LAMDA assessment form which identifies the competencies of student work according to the appropriate classifications.

First and second marking procedures follow the regulations as set out by the University of Kent. All first marking is undertaken by the relevant class tutor or workshop director. Final public performances are also second marked by a member of academic staff. All marks are compiled for consideration and moderation at the end-of-term internal examination board meeting, which is attended by the Heads of Department and the Head of the Drama School. This results in two overall process and performance marks, which are then aggregated, to produce a single final module outcome.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

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15. Inclusive module design

This module is part of a primarily practice-based programme that utilises continuous assessment to measure attainment of the learning outcomes.

LAMDA recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. There is a Learning Agreement system in place to support students with disabilities and for those students who may sustain an injury – physical or vocal – whilst on the course. Reasonable adjustments are made to ensure students can achieve the learning outcomes.

Inclusive practices have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum
b) Learning, teaching and assessment methods
16. Campus(es) or centre(s) where module will be delivered
LAMDA, 155 Talgarth Road, London, W14 9DA

17. Internationalisation
LAMDA auditions for students in France, Ireland and right across North America, has active partnerships with organisation in India and Hong Kong, and regularly attracts students from over fifty different countries. We have an increasingly diverse staffing body, and consistently seek to broaden the range of material we work with beyond the standard canon. Before and after graduation, students are paired with mentors in their own region of the world, and those eligible to work in the US and/or Canada are showcased to the industry in New York and Los Angeles or Toronto, as appropriate. Although our English language entry requirements are high, we have recently introduced additional support for those students whose first language is not English.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution
LAMDA, 155 Talgarth Road, London, W14 9DA

19. University School responsible for the programme
School of the Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

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