1. **Title of the module**
   Singing & Musicianship 2 – LAMDA515

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 (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 5

4. **The number of credits and the ECTS value which the module represents**
   10 Credits [5 ECTS]

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, Spring, Summer

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

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

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   8.1 Effectively communicate singing in character
   8.2 Use a range of established techniques as applied to ensemble and/or solo singing in an acting context
   8.3 Evidence the application of underlying principles outside the context in which they were first studied
   8.4 Show an appreciation of the uncertainty, ambiguity and limits of their knowledge

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   9.1 Demonstrate effective communication skills
   9.2 Research, analyse and evaluate information
   9.3 Evaluate the appropriateness and effectiveness of own work
   9.4 Evidence transferable skills necessary for employment and requiring the process of personal decision-making

10. **A synopsis of the curriculum**
    The present module continues the students’ development of singing technique as applied to Acting. Building on the content of the Music module at Level 4, students apply a range of material from different musical periods in an acting context. The focus is equally on the development of further technical skills, and being able to sing in character.

    The content of the module is based on varied repertoire aimed at performance. The sessions also include the learning and application of technical exercises, score reading skills, and warm-ups, designed to enable students to apply independent learning. The Musical Theatre project is an in-house production in which students learn to apply music skills to both the production process and the resulting performance.

    The curriculum consists of the following classes:
    - Individual Singing Technique
    - Choir and Musicianship
    - Musical Theatre Project
11. **Reading List** (Indicative list, current at time of publication. Reading lists will be published annually)


12. **Learning and Teaching methods**

   For singing technique and musicianship classes, students work with tutors in sessions that are based on the specific requirements of furthering singing technique and applying the outcomes in performance. This includes ensemble classes that facilitate both group and solo singing in order to develop the skills and the confidence to sing in public.

   The Musical Theatre project is taught as an in-house production, in which a Musical Director works with students on a series of rehearsals, culminating in a number of performances. Throughout the module each student receives a formal individual feedback tutorial at the end of every term to discuss progress with a member of staff, and to agree individual targets for development. This tutorial draws on written reports form every class the student has taken. In addition, students receive informal feedback on solo and ensemble work throughout the module as part of LAMDA’s policy to monitor process.

   | Individual Singing Technique: | 30h |
   | Choir and Musicianship:       | 30h |
   | Musical Theatre Project:      | 80h |
   | Individual Coaching:          | 1.5h |
   | Total Contact Hours:          | 141.5h |
   | Independent Study Hours:      | 8.5h |
   | Total Study Hours:            | 150h |

13. **Assessment methods**

   Assessment is made according to 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.

   All marking is undertaken by the module or production skills tutor, as appropriate. Marks are second-marked by the relevant Head of Department. All marks are moderated by the end-of-term joint Heads of Department meeting, which is attended by the Heads of Departments and the Head of the Drama School. First and second marking procedures follow the regulations as set out by the University of Kent. This module will be assessed by 100% course work.

   Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by the assessing of each individual student’s attainment.
The assessment of course work is based on continuous evaluation which results in a summative report and overall grade of the student’s work at the end of the module. The student’s achievement results in two marks awarded at the end of the module; one mark for process and one for performance. Both marks recognise achievement and are weighted equally.

The assessment points for both marks are based on set work given to students, up to and including the last production. To arrive at an overall module grade, the marks awarded are weighted as follows:

<table>
<thead>
<tr>
<th>Production</th>
<th>Individual development (process)</th>
<th>Individual attainment (performance)</th>
<th>Overall percentage of marks within the module grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Singing technique</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Choir And Musicianship</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Musical Theatre Project</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
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</table>

14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study Hours</td>
<td>8.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Individual Singing Technique</td>
<td>30</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Choir and Musicianship</td>
<td>30</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Individual Coaching</td>
<td>1.5</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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</tbody>
</table>
15. The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:
   LAMDA, 155 Talgarth Road, London, W14 9DA

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

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

18. University School responsible for the programme:
   School of 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.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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Module Specification Template (September 2015)