1. **Title of the module**
   Screen & Audio 2 - LAMDA 516

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 and Summer Terms

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 Develop an understanding of the technical language of screen and audio
   - 8.2 Use a range of established techniques when acting for camera and microphone
   - 8.3 Evidence the application of underlying principles outside the context in which they were first studied
   - 8.4 Undertake critical analysis of screen performance genres and communicate these findings
   - 8.5 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 Understand the application of safe working practices
   - 9.5 Evidence transferable skills necessary for employment and requiring the process of personal decision-making

10. **A synopsis of the curriculum**
    The present module builds on the subject-specific screen & audio training offered at Level 4.
    Students receive four classes on Meisner technique and other preparation methods for screen acting. There are also six workshops in which students rehearse, shoot and review a range of scenes from various film and television genres. This informs the development of a student-created short scene.
    The module concludes with an intensive one-week period in which students rehearse, shoot and review two scenes, one of which is a pre-exiting script and the other is student-created. Both scenes are edited professionally to enable students to gain insights into the effects of editing on performance. There are three classes/ workshops/ work units to this module:
    - Screen preparation and performance
    - Radio
    - Meisner and other screen techniques
11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and Teaching methods

Students work in small groups of 6-8 with tutors in sessions that are based on the specific requirements of screen & audio training. Teaching and Learning in this module involves tutor-led workshops in which students are introduced to the technical language of the subject. This is followed by a process of application in which students record a variety of material. The self-reflective element of the students’ work is both part of the working process that leads to the submission of recorded course work, as well as the non-mediated experience of seeing each others’ work on a secure online forum, only accessible to students from this module group.

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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen preparation and performance</td>
<td>54h</td>
</tr>
<tr>
<td>Radio</td>
<td>24h</td>
</tr>
<tr>
<td>Meisner and other screen techniques</td>
<td>12h</td>
</tr>
<tr>
<td>Total Contact Hours</td>
<td>90h</td>
</tr>
<tr>
<td>Independent Study Hours</td>
<td>10h</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>100h</td>
</tr>
</tbody>
</table>

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.

Assessed course work for the module is as follows:

- One short screen play (no more than 5 minutes)
- One student-created scene (no more than 5 minutes)
• One radio clip (between 5-7 minutes)
• Evidence of application of specialist screen techniques, evidenced in the screen play and the student created-scene.

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>Class</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>Screen Preparation &amp; Performance</td>
<td>30%</td>
<td>30%</td>
<td>60%</td>
</tr>
<tr>
<td>Radio</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Meisner</td>
<td>5%</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

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

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