1. **Title of the module**
   Public Performance – Voice - LAMDA 601

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 6

4. **The number of credits and the ECTS value which the module represents**
   15 credits [7.5 ECTS]

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

6. **Prerequisite and co-requisite modules**
   Co-requisite module: Year 3 Acting

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 Demonstrate command of appropriate vocal skills in rehearsal and performance
   8.2 Evidence fluent and creative sight reading and audition techniques
   8.3 Demonstrate the ability to respond creatively and effectively to the demands of professional production processes
   8.4 Evidence the successful application of vocal skills as applied to a range of repertoire, spaces and settings
   8.5 Demonstrate the capacity to review, consolidate and extend their knowledge and understanding
   8.6 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 Use creative and imaginative skills successfully
   9.4 Critically evaluate own work and initiate change
   9.5 Understand the application of safe working practices
   9.6 Evidence the understanding needed to commence further, or independent, learning

10. **A synopsis of the curriculum**
    The present module contains the teaching of vocal skills as applied to the act of performance on stage, and in screen and audio. It includes the developing of strategies and technical skills, designed to enable performers to pace themselves during an extended period of rehearsals and performances, whilst confidently expressing the emotional and intellectual needs of the character.

    To achieve this, students are given support in solo and ensemble rehearsals that focus on:
    - Vocal warm ups (ensemble)
    - Vocal techniques for musical theatre (ensemble and/or one-to-one input)
    - Specialist vocal work as required by the productions, including accent, character work and heightened voice use (one-to-one input)
MODULE SPECIFICATION

- Specificity of vocal styles across a range of repertoire (ensemble and/or one-to one input)

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and Teaching methods

Students work with staff in rehearsals that respond to the specific requirements of each of the year’s six productions. All sessions are practical and support the work undertaken in the Public Performance and Screen & Audio modules. There is a minimum of 120 tutor – led hours assigned to the production work in this module. Staff are present during the rehearsal process and work with students on the development and application of the vocal specificity required by each part.

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.

Total Contact Hours: 120h
Independent Study Hours: 30h
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.

Module Specification Template (September 2015)
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>
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<tbody>
<tr>
<td>Rep 1</td>
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<td>Rep 5</td>
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<tr>
<td>Screen &amp; Audio</td>
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<td>10%</td>
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14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section)

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<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
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<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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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

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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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