1. Title of the module
   LAMDA 806 - The Director’s Toolkit

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

3. Start date of the module
   September 2014

4. The number of students expected to take the module
   4 - 8

5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal
   Not applicable

6. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
   Postgraduate [M]

7. The number of credits and the ECTS value which the module represents
   45 credits / 22.5 ECTS

8. Which term(s) the module is to be taught in (or other teaching pattern)
   Autumn Term

9. Prerequisite and co-requisite modules
   All modules of the programme have to be taken to achieve the award.

10. The programmes of study to which the module contributes
    MA in Directing

11. The intended subject specific learning outcomes
    On successful completion of this module, students will have developed:
    - The ability to demonstrate an understanding of the actor’s craft from a director’s perspective
      A4, 5, B6, C4, 5, 9 D1, 2, 3, 4
    - The ability to demonstrate an understanding of the key concepts used in the creation of a character through the utilisation of various acting techniques
      A4, 5, 6, B3, 4, 6, C4, 9, D1, 2, 3, 4
    - Their understanding of the role of the director in film making, and being able to evidence this
      A1, B5, C1, 3, D1, 3, 5, 6, 7
    - The ability to apply an understanding of the technical aspect of working with film
      A1, 3, 4, B3, 5, C1, 9, D6
    - The capacity to demonstrate constructive analysis of work undertaken in class and presentation
      A4, 6, B3, 4, 6, C2, 5, D4
A familiarity with communicating the physical life of a character through the use of movement
A4, 5, 6, B4, 6, C2, 4, 5, D1, 2, 3
The ability to demonstrate a basic knowledge of the physiological working of the voice for singing
A4, 5, 6, B6, C5, D1
A familiarity with different approaches to analysing the play script or screenplay
A2, 3, B3, 5, 6, C1, 2, 3, 9, D3, 6
An understanding of the role of mise en scene in theatre and in screen
A2, 3, 4, 5, B3, 5, 6, C2, 3, 4, D3, 5, 6
An understanding of the structure of the shooting process
A1, 4, 6, B5, 6, C2, D2
The ability to direct actors on camera
A1, 4, 5, 6, B3, 5, 6, C3, 4, D1, 2, 3, 4
The capacity to demonstrate an awareness of genre
A2, 3, 4, B3, 5, C2, 4, D6, 7
Their familiarity with the principles of film editing
A3, 4, B3, 5, C3, 4, D1, 3, 4, 6, 7
The ability to demonstrate an understanding of the personal health and safety issues pertaining to professional actors
A5, 6, B6, C8, 9, D1, 2, 3, 4
Their confidence in the application of physical skills
A5, 6, B3, 6, C5, 8, D1, 2, 4

12. The intended generic learning outcomes
On successful completion of this module, students will have developed:

- Their ability to offer creative and imaginative responses
  A2, 3, 4, 6 B3, 5, 6, C3, 4, 5, D1, 3, 4, 6
- Their ability to demonstrate an effective approach to collective work ethic
  A5, B3, C8, 9, D1, 2, 4
- Their skills in engaging with teamwork in relation to working with an ensemble or crew
  A4, 5, B3, 6, C4, 5, 8, 9, D1, 2, 4
- Their ability to manage workloads and deadlines
  A2, 3, 4, 6, B3, 5, 6, C2, 4, D3, 4, 5
- Their confidence in using IT skills for research and presentation
  D5
- Their understanding for what constitutes safe working practice
  A6, B3, C9, D1, 2, 3

13. A synopsis of the curriculum

The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles. Students are expected to engage in participation and subsequent critical evaluation of these activities, a process that promotes M-level work as appropriate to the subject discipline.

Classes taken as part of this module may include the following:

- Character development and improvisation through interactive play, characteristics, physical and emotional temp, inner and outer tempo, action and objectives
- Text analysis
- Acting techniques
- Vocal anatomy and physiology
- Vocal exercises practised as a group or individually
- Vocal technique for singing
- Ensemble choral work
- Pure and applied movement
- Physical theatre
- Stage combat
UNIVERSITY OF KENT

- Historic dance
- The director in film
- Technical language of film
- The screenplay and genre
- Development of mise en scene
- Rehearsing and recording monologues, duologues and scenes
- Film editing and text editing

14. Indicative Reading List


Website:
www.voicecare.org.uk. Publication: More Care for Your Voice

15. 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 module learning outcomes

The content of the module is delivered as follows:

- Tutor-led seminars to develop in the student the necessary understanding of the actor’s craft in order to equip him/her with the appropriate tools to assist him/her in the directing process for stage, film and audio work.
- Practical classes to facilitate the exploring and understanding of kinaesthetic work
- Tutorials to analyse contrasting approaches to rehearsal technique

This module comprises 450 hours of study, approximately broken down as follows:

- 400 hours of direct teaching, divided as appropriate across the four disciplines of Acting, Movement, Screen and Audio, and Voice
- 50 hours of self-directed study

The high level of direct contact and participation in practical classes in this module is essential to enable the students to fully engage with the process of kinaesthetic learning involved in actor training. By immersing the student director in this element of training he/she will develop an experiential understanding of the craft in terms of the requirements of stage, film & audio. It is through the practical and physical nature of the study and participation that the student will accumulate knowledge of the various theories of acting, thereby undergoing a process of implementation and reflection, and developing the work through subsequent adjustment.
In the second half of the term the student begins to attend rehearsals to observe directors working on classical texts. This is designed to enable the student to see the practical application of rehearsal techniques which will further develop his/her understanding of the relationship between theory and practice. The student will work alongside a film crew and shoot a short scene which he/she will have planned in terms of creating a shooting script and storyboard.

All activities are designed to encourage the student to begin to acquire a sound knowledge base and understanding of process alongside an understanding of techniques that can be brought to bear on any given task in a rehearsal situation.

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

Assessment is made according to the University of Kent's assessment scheme, and its available percentage grades. The criteria applied are as outlined in LAMDA’s postgraduate assessment form which identifies the competencies of student work according to the appropriate classifications.

All first marking is undertaken by the module tutor, and second marking is provided by either the Head of Department of the relevant discipline, or a staff tutor involved in delivering this module.

All marks are moderated in the end-of-term Heads of Department meeting, which is attended by the Vice Principal, the Head of the Drama School, the Heads of Department for Acting, Movement, Screen and Audio, and Music, as well as the Head of Studies. First and second marking procedures follow the regulations as set out by the University of Kent.

Class work is assessed in the four disciplines listed below. In each subject area, two grades are awarded, reflecting the student’s achievement in participation and attainment. All learning outcomes listed under 11) are relevant to this process.

| Assessment |
|-----------------|-----------------|
| Submission | Word count or equivalent | Percentage of assessment |
| Class work | Class work in four disciplines: |
| | i) Acting |
| | ii) Movement |
| | iii) Screen & Audio |
| | iv) Voice |
| | Two grades in each discipline: |
| | Participation (50%) and |
| | Attainment (50%) leading to an overall grade in each discipline. |
| | All discipline marks are then weighted equally. |

Although students work alongside the actors on the BA Acting Course, they are at no point involved in the marking of the work of these actors.

By successfully completing this module students are expected to demonstrate ‘mastery of a specialized area of knowledge and skills’, indicative of their ability to engage effectively in a ‘professional activity, thereby accepting accountability for related decision making, including use of supervision’ (QAA Credit Framework 2008, level 7 descriptor, p.19)

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

Students have access to a number of teaching and rehearsal spaces that are appropriately equipped for the classes/ rehearsals/ workshops/ tutorials/ presentations. IT facilities include a designated computer room for use by students, and free Wi-Fi in LAMDA’s building at 155 Talgarth Road. There is also a library with a broad range of texts and text books, as well as access to digital resources via an Athens log-in service.
Staffing for this course consists of the course leader (LAMDA’s Vice-Principal), the Academy’s Heads of Department for Acting, Movement, Music and Voice, and Recorded Media, as well as current sessional staff who are teaching on LAMDA’s Fd in Professional Acting, the BA (Hons) in Professional Acting, the Fd in Stage Management, and the MA in Classical Acting. All of the above courses are validated by the University of Kent.

Pastoral support is co-ordinated by the Registrar, and academic study support is provided by the Head of Studies. The module tutor is LAMDA’s Vice Principal and Head of Acting. Additional subject-specific teaching as required by this module is delivered by members of the LAMDA Teaching Faculty (classes) and workshop directors, as appropriate.

18. The Collaborative Partner 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 Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered:

LAMDA, 155 Talgarth Road, London, W14 9DA

20. Partner College/Validated Institution:

London Academy of Music and Dramatic Art (LAMDA), 155 Talgarth Road, London, W14 9DA

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

SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate): "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching/Director of Graduate Studies (delete as applicable) Date

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Print Name

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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Head of School Date

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SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the College/Validated Institution (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

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Nominated Responsible Officer of Partner College/Validated Institution

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Date

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Post

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Partner College/Validated Institution

Module Specification Template
Last updated February 2013