1. Title of the module

LAMDA 810 Skills 3 - The Director and the Script

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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

10 credits / 5 ECTS

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

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

- Their ability to work with advanced literary skills
  A2, 3, 4, B1, 6, C4, 5, 9, D3, 4, 5, 7
- Their confidence and ability in responding creatively to scripts
  A1, 2, B1, 3, 6, C4, 6, D, 3, 4, 5
- Their understanding of the relevance of engaging with personal critical thinking
  A2, 3, 4, B1, 6, C4, 6, 8, D3, 4, 7
- Their ability in working to deadlines
  A1, 6, B3, C6, 8, 9, D3, 4, 5
- Their confidence and ability in using IT and research skills
  D5
- Their confidence and ability in the application of independent learning
  A1, B3, 6, C6, 8, 9, D3, 4, 5
- Their awareness of the effective use of communication and presentation skills
  A1, 6, B3, 6, C6, 8, D1, 2, 4

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.

The curriculum for this module covers the following foci:

- The role of the literary manager and dramaturge
- The process of script writing
- The use and purpose of dramaturgy in the creation of new work
- Exercises on writing the short play or screenplay
- Exercises to enable the student to take on the roles of writer, dramaturge and director
- Writing critiques of plays for literary managers
- Developing strategies to help writers develop plays

14. Indicative Reading List

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 this module is delivered as follows:

- External specialist led seminars
- Practical exercises to explore the different roles of writer, dramaturge and director in the creation of new writing
- Dramaturgical exploration of script
- Re-writing the script
- First read-through experiences
- Script evaluations for Artistic Directors

This module comprises 100 hours of study, approximately broken down as follows:

- 12 hours of external specialist led seminars
- 88 hours of self-directed learning

Students will work with a leading professional literary manager/ dramaturge throughout this module. The dramaturge will set exercises for the student to complete that will give him/ her the opportunity to gain an insight into the writer’s craft and the development process of new writing in relation to current models of dramaturgical practice.

Students will be required to develop ideas that can be turned into the first draft of a short script. The dramaturge will then lead students in a series of supported exercises to replicate the development process, whereby one student will act as dramaturge to another’s writing. This will enable each student to learn the necessary dramaturgical skills, and promote peer- learning within the year group. This process is repeated, the students writing two further drafts of their scripts, and at the delivery point for each draft they will be led in further exercises designed to enable them take on the role of dramaturge. The professional dramaturge will observe the students’ application of the dramaturgical conversation/process, offering suggestions and advice throughout these encounters.

The relatively high number of hours apportioned to self-directed learning is indicative of the nature of the writing process.

At the completion of the module the external practitioner will write a report on the observations of the students’ use of dramaturgical skills. The student will also reflect on his/ her experiences in order to develop a critical awareness of one’s own learning process.

The literary content of the written play/ scene is not an assessed element of the module but the means by which the skills and understanding necessary to work with new writing can be acquired. As such it does not form part of the assessment of this module.

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.

The competencies listed as specific learning outcomes under 11) all apply to a successful completion of this module.

Assessed course work and its percentage of the overall module weighting:

1. Writing of a short play/ scene: 0%
2. Refining of the play through the dramaturgical process: 50%
3. Critical assessment of the creative process: 50%

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count or equivalent</th>
<th>Percentage of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing of a short play/ scene</td>
<td>1500 words</td>
<td>0%</td>
</tr>
<tr>
<td>Refining the play</td>
<td>See above</td>
<td>50%</td>
</tr>
<tr>
<td>Critical assessment of process</td>
<td>500 words</td>
<td>50%</td>
</tr>
</tbody>
</table>

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, 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 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 a professional external dramaturge.

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
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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

If the module is part of a programme in a Partner College or Validated Institution, please complete
the following:

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
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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"

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

..........................................................................................................................
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"

..........................................................................................................................
Head of School Date

..........................................................................................................................
Print Name

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"

..........................................................................................................................
Nominated Responsible Officer of Partner Date
College/Validated Institution

..........................................................................................................................
Print Name

..........................................................................................................................
Post

Partner College/Validated Institution