1. **Title of the module**  
   Public Performance 1: Shakespeare in Schools – LAMPER17

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 (Level 4, Level 5, Level 6 or Level 7)**  
   Level 7

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

5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
   Year 2, Terms 1

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

7. **The programmes of study to which the module contributes**  
   All of the modules offered on the MFA Professional Acting are compulsory.

8. **The intended subject specific learning outcomes.**  
   **On successfully completing the module students will be able to demonstrate:**
   
   **A1.** A wide range of performance styles, mediums and methodologies incorporating techniques in voice, movement, music and acting at a complex level
   
   **A2.** A wide and varied knowledge of historic and contemporary playwrights
   
   **A3.** A complex understanding of key methodologies in the craft of acting and demonstrate this understanding in their practice
   
   **A4.** The processes of independently realising a production from first rehearsal to performance
   
   **A5.** Performance skills to a high industry standard
   
   **A6.** Self-direction and originality in their work
   
   **B1.** A comprehensive understanding of, dramatic texts from the classical theatre up to modern theatre
   
   **B2.** Originality in the creation of their work together with a practical understanding of how established techniques of research and enquiry are used within the context of performance
   
   **B3.** The ability to continue to advance their knowledge and understanding, and to develop new skills to a high level
   
   **B4.** Initiative, creativity and imagination in achieving characterisations
   
   **C1.** An ability to inhabit, bring to life and sustain engaging characterisations through textual analysis, research, rehearsal and performance
C2. An excellent standard of professional discipline
C3. An ability to undertake performances, both public and closed, in a range of venues, communicating clearly to audiences of differing size and type.
C4. An ability to apply acting, voice and movement skills in performance.
C5. The development of the vocal instrument as fit, strong and flexible in order to liberate the voice to become an expressive and responsive channel for the emotional and intellectual needs of the actor, the character and the text.
C7. The ability to communicate character, emotion and narrative through movement with a good level of fitness and stamina.
C9. A clear understanding of the performer as a freelance employee, identifying employment opportunities, career and financial management and future skills development to sustain active employment.
C10. An understanding of the responsibilities towards maintaining a safe working environment, both as an individual and as a member of the ensemble.

9. The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:

D1. A high level of communication skills.
D2. Work as a valuable and contributory team member.
D3. Initiative and creativity in problem solving.
D4. The ability to evaluate his/her own performance, development and contribution to the group work.
D6. The ability to research, analyse and examine a range of information.

10. A synopsis of the curriculum.
The curriculum of this module consists of rehearsals and performances in which students learn the application of acting skills, knowledge and understanding to the processes leading to, and including, public performances. This module is the first in which students perform to audiences outside the Academy; a series of performances at selected schools, colleges or youth arts organisations will precede public performances in one of LAMDA’s theatre spaces. There is a four week period of rehearsals, followed by a week of performances, exposing students to the circumstances of working professionally as actors in a variety of spaces, with a variety of audiences and with varying levels of technical/stage management back-up. Productions will be directed by either a member of staff of the Academy, or an outside director familiar with the Academy’s working and assessment practices.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)
12. **Learning and teaching methods**

This module comprises of 160 hours of study, approximately, broken down as follows:

- 150 hours of class work including rehearsals and showings
- 10 hours of private study.

Teaching and learning takes place during a timetabled 4-5 week period of rehearsals, followed by a 1-2 week period of performances. Students work with directors, aided by specialist support from movement and voice tutors.

All acting work is delivered through group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting upon which the learning and teaching are based.

Students receive formal individual feedback tutorial at the end of the production period to discuss their progress and agree targets for development. In addition, students receive informal feedback on solo and ensemble work throughout the module as part of LAMDA’s policy to monitor process.

13. **Assessment methods**

13.1 **Main assessment methods**

Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by assessing each individual student.

All assessment on this module is via course work, based on continuous evaluation. This results in summative feedback reports for each student at the end of each term, and an overall grade of the student’s work at the end of the module. Over the duration of the module, the student’s contribution to and performance in each series of classes or workshops results in two marks, weighted equally: one mark for process and one for performance.

- **Process** marks reflect students’ preparation for and approach to the work, and the extent to which they have applied professional attitudes to the acquisition of new skills or techniques.
- **Performance** (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated

Initial assessment grading is done in accordance with 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.

First and second marking procedures follow the regulations as set out by the University of Kent. All first marking is undertaken by the relevant class tutor or workshop director. Final public performances are also second marked by a member of academic staff. All marks are compiled for consideration and moderation at the end-of-term internal examination board meeting, which is
attended by the Heads of Department and the Head of the Drama School. This results in two overall process and performance marks, which are then aggregated, to produce a single final module outcome.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

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15. Inclusive module design

This module is part of a primarily practice-based programme that utilises continuous assessment to measure attainment of the learning outcomes.

LAMDA recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. There is a Learning Agreement system in place to support students with disabilities and for those students who may sustain an injury – physical or vocal – whilst on the course. Reasonable adjustments are made to ensure students can achieve the learning outcomes.

Inclusive practices have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum
b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

LAMDA, 155 Talgarth Road, London, W14 9DA

17. Internationalisation

LAMDA auditions for students in France, Ireland and right across North America, has active partnerships with organisation in India and Hong Kong, and regularly attracts students from over fifty different countries. We have an increasingly diverse staffing body, and consistently seek to broaden the range of material we work with beyond the standard canon. Before and after graduation, students are paired with mentors in their own region of the world, and those eligible to work in the US and/or Canada are showcased to the industry in New York and Los Angeles or Toronto, as appropriate. Although our English language entry requirements are high, we have recently introduced additional support for those students whose first language is not English.
If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**
   LAMDA, 155 Talgarth Road, London, W14 9DA

19. **University School responsible for the programme**
   School of the 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.

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Module Specification Template with Guidance (October 2017)