1. **Title of the module**
   Public Performance 2-4 – LAMPER27

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**
   60 Credits

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Year 2, Terms 1-3

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. Demonstrating 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 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:

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 module contains the teaching of a variety of skills as applied to the act of performance on stage. It includes the developing of strategies and technical discipline, designed to enable performers to pace themselves during an extended period of rehearsals and public performances, whilst confidently expressing the emotional and intellectual demands of the character and situation.

The module also includes duologue showings at London venues to agents and casting directors to help students in entering the profession. Supporting such exposure to industry professionals is a part of LAMDA’s learning enhancement; a series of professional preparation meetings with agents, casting directors and others able to advise on entry to the industry and sustaining a career within it.

Given the nature of vocational training, students may receive offers of professional engagements prior to graduation. In exceptional circumstances, and only if such an offer can be deemed to represent a career-defining opportunity, LAMDA’s Principal may agree for a student to accept such work in place of in-house productions scheduled for summer term. The Principal would need to be satisfied that such work-based learning and assessment in a professional theatre or other performance medium would enable the student to meet the module’s learning outcomes, and be capable of being assessed as per section 13 (on Assessment Methods) below.

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

12. **Learning and teaching methods**

This module comprises 650 hours of study, approximately, broken down across three productions as follows:

- 600 hours of class work including rehearsals and performances
- 50 hours of private study.

Teaching and learning in each rep takes place during a timetabled 4-5 week period of rehearsals, followed by a 1-2 week period of performances. Students work with directors on each production, aided by specialist movement and voice tutors. Performances will take place in one of LAMDA’s professional theatre spaces, but may also on occasion be toured for a period to other venues.

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 that the learning and teaching are based on.

Throughout the module each student receives a formal individual feedback tutorial at the end of every production to discuss progress, and to agree individual 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
Module Specification Template with Guidance (October 2017)

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 the 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 (section12) and methods of assessment (section 13)**

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15. **Inclusive module design**

This is primarily a practiced 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.

The inclusive practices in the guidance (see Annex B Appendix A) 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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