1. **Title of the module**
   Devised Project: The Art of Collaboration LAMPJT27

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**
   20 Credits

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

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

7. **The programmes of study to which the module contributes**
   MFA Professional Acting.

8. **The intended subject specific learning outcomes.**
   **On successfully completing the module students will be able to demonstrate:**
   
   A2. A wide range of performance styles, mediums and methodologies incorporating techniques in voice, movement, music and acting at a complex level
   
   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 personal management skills and career development strategy
   
   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. Use 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. Be able to undertake performances, both public and closed, in a range of venues, communicating clearly to audiences of differing size and type.

C4. Be able to apply acting, voice and movement skills in performance

C6. The ability to sing as an individual or as a member of a chorus, as may be required of a rounded performer, with and without a microphone

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

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

D5. IT skills for presentation and research

D6. The ability to research, analyse and examine a range of information

D7. Personal development strategies to sustain a career as a freelance performer

10. A synopsis of the curriculum

This module will allow students to define, develop and undertake a final Devised Project. The techniques, skills and experiences acquired in the previous modules will form the basis for the creation and performance of an original piece of theatre.

Students will be put into project groups and each group will devise a piece of original theatre collaboratively. Students will be expected to research continuously (both academically and practically), critique and reflect upon the work being created. This component of the module will be assessed through either (a) a written submission OR (b) an edited video evaluation taken throughout the production process. Both forms of submission will also be followed by an individual viva voce examination, of 10-15 minutes.

The scope of the project is decided in consultation with the module tutor.

The curriculum for this module covers the following foci:

- Identifying the theatrical idea
- Devising the material through interpretative response
- Creation of original material
- Development of form and content
- Presenting the production

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 240 hours of study, approximately broken down as follows:

- 200 hours of class work including rehearsals and showings
- 40 hours of private study.

The content of this module is delivered as follows:

- Tutor observation of development process, rehearsal & performance
- Casting and creation of the company
- Finding and developing the actable idea from the abstract suggestion
- Rehearsal and devising process
- Creating the ‘script’
- Creating the environment in found spaces
- Performance sharing
- Reflection on work

Building on skills acquired in the previous module, the Devised Project focuses on the development of an original piece of theatre through the establishment of a collaborative environment and without a pre-existing text. Students cast a small group of actors and through collaborative working methods; apply their acquired skills knowledge in the development and presentation of this work.

Students will draw on various acting techniques throughout the process. Students will run their own rehearsal rooms and take responsibility for their own artistic process. They will be required to work at a high level in terms of reflective practice; analysing the work moment by moment, deciding on how best to develop it and lead it to a point of sharing with their peers.

At the completion of this module students will have demonstrated their ability to plan and implement a small-scale production process, cast a group of actors, work co-operatively and to deliver a piece of work on a given date.

The student’s artistic and critical judgement will be tested in the creative approach and ability to adapt to the offers made by the actors in the development of the piece. His/ her ability to reflect on the process, leadership and appropriate use of rehearsal techniques will be observed by the course tutor and form part of the assessment.
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 the assessing of each individual student’s attainment.

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.

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 all second marked by a member of academic staff. All marks are moderated at the end-of-term joint Heads of Department meeting, which is attended by the Heads of Departments and the Head of the Drama School.

The assessment of this module includes a reflective/devising log that records the details of the production process and has clear evidence of reflective practice on the part of the student. Through this mechanism the student demonstrates critical understanding of the processes involved and has an opportunity to evaluate events/decisions critically as applicable to M level study. The learning outcomes of the module reflect the diverse aspects of leadership in terms of knowledge and understanding required of the student in the successful completion of the module.

There are three assessed elements in this module. The first is an assessment by staff of the final performed pieces. All students in a group will receive the same mark.

The second is an assessment by the module tutor of each student’s reflective/devising log. This log may take either of the following two formats:

a) A written submission of 2000 words or
b) An edited video evaluation taken throughout the production process of 20 minutes

Finally, all students will be required to take part on an individual basis in a 10-15 minute viva voce, conducted by two senior members of staff.

To arrive at the overall module grade, the marks awarded are weighted as follows:

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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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