MODULE SPECIFICATION

1. **Title of the module**
   Advanced Skills for Acting – LAMPJT7

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 1, Terms 2 & 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 demonstrate:**
   
   A1. 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.
   
   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. 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

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

10. **A synopsis of the curriculum**

    There are two main taught strands to this module, drawn together by the creation of a reflective journal, and all aspects of it build towards developing the creative and reflective actor-practitioner. The first strand is a New Writing project in which students work in groups with a writer and director on the development of new pieces, focusing on the role of the actor in the dramaturgical process. Secondly, Process of the Artist classes enable students to further their skills and understanding through processes of self-reflection. Students begin to analyse their own progress and attainment to date and reflect in a structured way upon their knowledge, talent, strengths and skills. This will enable them to identify further areas for exploration in the following year. This lays a foundation of experience and understanding not only for developing the Devised Project in year two, but also for their continuing professional development.

    It will be a requirement of the course for students to keep a reflective journal which will capture the evolving process students are crafting in synthesis with all aspects of the course to organise their artistic work in the creation of a character. The reflective journal will be introduced at the start of the first term, and students will be required to keep updating it, as guided by staff, as the year progresses. Students’ reflections on the New Writing project will form a key part of the material going into the journal, and should be informed by the topics covered within the Process of the Artist. Students will be required to demonstrate their understanding of the link between the various theories and methodologies introduced and their own practice; documenting and reflecting upon their creative experiences throughout all four major projects they undertake in their first year.

    The Journal will be collected at the end of each term and inform formative assessments given by course tutors to each student. At the end of the students’ first year the Journal will be then summatively assessed. However, students will be required to continue their reflective practice, maintaining their Journal throughout the following second year. During this stage of the course the Journal will be instrumental to all students in the creation of the Final Devised Project. It is during the articulation of their process through the Journal, that students will learn to recognise their own unique voice as an artist in keeping with the bespoke nature of the training at LAMDA.

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 120 hours of study, approximately, broken down as follows:

- 100 hours of class work including rehearsals and showings
- 20 hours of private study.

Within the New Writing project, students will work in groups as described above. The project will conclude with a structured group discussion, led by staff, to evaluate the quality of the material generated, the strengths or weaknesses of the working methods deployed, and the lessons learned from the project. Delivery of the Process of the Artist strand will be seminar-style.

13. Assessment methods
13.1 Main assessment methods
This module will be assessed through an evaluation of each student's reflective journal. Journals will be reviewed in tutorials periodically throughout the year, but a final mark will not be assigned until the end of the first academic year. There is no set form, style or word limit for journal entries, but the material submitted will be assessed for evidence of critical engagement with the teaching inputs received during the year, from all departments, and for evidence of reflection, analysis and personal development.

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 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.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)
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**
**MODULE SPECIFICATION**

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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<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
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Module Specification Template with Guidance (October 2017)