1. **Title of the module**
   Screen and Audio 1 – LAMSNA7

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

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:**
   - **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
   - **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 performance discipline
   - **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
   D5. IT skills for presentation and research
   D6. The ability to research, analyse and examine a range of information.

10. **A synopsis of the curriculum**
    The present module is an introduction to Screen & Audio as applied to actor training. Students receive a variety of sessions focusing on audio as well as an introduction to screen performance, the latter in small groups. There is also an intensive block period of practical exposure to reviewing filmed material critically, through peer and tutor contributions. The practical element of the course culminates in the filming, editing and reviewing of each student’s screen performance by peers, tutors and external professionals.

    The curriculum of the sessions is focused on non-verbal storytelling, modulating levels of attention according to the placement of the camera, and recording techniques using mono and stereo microphones.

    The curriculum consists of two classes/workshops:
    `• Introduction to Screen`
    `• Audio`

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 131.5 hours of study, approximately broken down as follows:
    100 hours of class work including rehearsals and showings
    31.5 hours of private study.

    Students work in small groups in tutor-led sessions offer introductions to the topics concerned before students operate the equipment to record material. An important element of the module is an ongoing critical review of activities, to enable students to understand and change aspects of their work.
Throughout the module each student receives a formal individual feedback tutorial at the end of every term to discuss progress with a member of staff, and to agree individual targets for development. This tutorial draws on written reports form every class the student has taken. 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)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>A.1</th>
<th>A.2</th>
<th>A.3</th>
<th>B.1</th>
<th>B.2</th>
<th>B.3</th>
<th>B.4</th>
<th>C.1</th>
<th>C.2</th>
<th>C.4</th>
<th>C.10</th>
<th>D.1</th>
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<th>D.4</th>
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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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