The title of the module
The Principles and Procedures of the Scenic Workshop

The Department which will be responsible for management of the module
Stage Management and Technical Theatre

The Start Date of the Module
September 2009

The cohort of students (onwards) to which the module will be applicable.
Entry 2009

The number of students expected to take the module
Up to 24

Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
None

The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
C

The number of credits which the module represents
35 Credits

Which term(s) the module is to be taught in (or other teaching pattern)
The module is taught throughout the first year of training. (Autumn, Spring and Summer terms)

Pre-requisite and co-requisite modules
None

The programmes of study to which the module contributes
Foundation Degree Stage Management and Technical Theatre

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
At the end of this module the student will:

• Be able to use range of basic techniques and materials involved with scenic construction and finishing
• Understand and operate basic stage machinery safely
• Understand the roles and responsibilities of key members within a scenic workshop and be able to undertake the role of a scenic construction crew member for a production
Understand the health and safety responsibilities and safe practice as a member of the scenic construction department.

These learning outcomes introduce the student to the roles within the scenic carpentry department, developing basic practical and technical skills and team work. Students will work on a public production as a crew member in order to experience the realistic working environment of the scenic carpentry department, be part of a production team and realise a production from rehearsals and technical preparation until the get-out.

**The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

- Team work and participation
- Communication skills both written and oral
- Time management
- Independent work

These generic learning outcomes support the overall educational aim of the programme to equip students with the necessary skills to gain and retain employment, regardless of their chosen specialism within the entertainment industry.

**A synopsis of the curriculum**

During the workshop rotation, students will cover the following areas either through a show rotation or in practical class work.

- The relationship between the workshop department and the production team
- Health and Safety
- Hand, bench and power tools
- Casting and Sculpting
- Materials
- Finishes
- Researching and referencing
- Welding techniques
- Colour theory
- Basic scenic painting techniques

**Indicative Reading List**
Hoggett, C, *Stage Crafts* A & C Black

**Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

This module comprises of 350 hours of study, approximately broken down as follows:
- 80 hours of class work
- 230 hours of experiential learning
- 30 hours private study
In achieving the learning outcomes for this module, students will work with LAMDA tutors in both tutor led class work and in experiential learning on a public production as a member of the carpentry crew. All classes are practical in support of the vocational nature of this programme of study. Class work is used to introduce students to basic techniques for scenic construction, prop making and scenic painting.

Classes are taught in small groups of no more than 6 students. Show rotation crewing requirements are calculated by the needs of the show, but it is expected that there would be no more than 6 students on each crew with the exception of the musical.

Students will receive regular feedback from the on-line tutors throughout the module and a formal one-to-one tutorial at the end of the module to reflect on the work undertaken.

Assessment methods and how these relate to testing achievement of the intended learning outcomes

- 100% practical show rotation. (tests all learning outcomes)

Assessment is continuous and measured against the learning outcomes. Final grades are awarded at the end of the module. Students are awarded to grades, grade one is for technical skills – how well the individual has applied the skills taught in class work to the realistic working environment, and grade two is for common skills such as time keeping, use of initiative, communication skills etc, and reflects the transferable skills each student needs to gain and maintain employment within the industry. Technical skills are awarded within a range of 15 to 1 scale (15 being the top mark and 1 being a fail) and Common skills are awarded in a range of 8 to 1 for Common Skills.

Students must gain a minimum of a 4 grade in technical skills and a minimum grade 3 in common skills to pass the module. This reflects the programme’s pedagogic approach to training – students will have technical skills that may range in competency, but in order to be employable, students must demonstrate a good level of common skills.

Students who fail the module will be offered one re-sit opportunity, agreed with the Course Director. Students must pass this module in order to progress to the next level.

The core staff discusses student progress in all modules at twice a term meetings with final grades being agreed by the staff team at the end of each term. Final department grades are then discussed at the internal exam board once a term.

The external examiner attends technical rehearsals throughout the duration of the programme duration, to observe students work and will discuss his/her findings with the Course Director and Department Head.

Implications for learning resources, including staff, library, IT and space

This module is already taught and therefore all learning resource implications are already provided within existing budgets.

A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes.