The title of the module
Singing and Musicianship (1)

The Department which will be responsible for management of the module
School of Acting

The Start Date of the Module
September 2009

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

The number of students expected to take the module
Between 20 - 30

Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal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
10 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 in Professional Acting

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 demonstrate a basic knowledge of the physiological working of the voice for singing
• Be able to sustain vocal line using safe and appropriate technique
• Be able to perform a range of songs from different historical periods.

These specific learning outcomes are designed to develop vocal techniques for singing and to encourage the individual to sing as a solo performer and within an ensemble. Students will explore a range of historical song styles which support the work being undertaken in the module Techniques for Character Development providing additional contextual background to the work.

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

- Physical skills
- Safe working practice

These learning outcomes develop the physical and technical skills to sustain a vocal line. Health and safety is an important part of this module, to ensure that the individual is able to support and protect their singing voice in rehearsal and performance.
A synopsis of the curriculum

- Vocal Technique for singing
- Technical exercises and songs
- Ensemble choral work
- Musicianship skills

Indicative Reading List

J Gay, *Beggar's Opera*, Facsimile Copy of 1st Publication
J Gay, *Polly*, Facsimile Copy of 1st Publication

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 100 hours of study, approximately broken down as follows:
- 85 hours of class work
- 15 hours of private study

In achieving the learning outcomes for this module, students will work with LAMDA tutors in tutor led class work. All classes are practical in support of the vocational nature of this programme of study. Work is done to develop vocal technique and singing skills as well as confidence through a range of technical exercises, small group singing and choir. Work on physicality for singing is repeated to develop body memory.

Throughout the module students will also receive a one-to-one tutorial each term, in order to discuss their progress and this tutorial system supports the continuous feedback students receive during class work.

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

Assessment is continuous and measured against the learning outcomes. Final summative assessment takes place at the end of the Spring and Summer terms.

- 100% continuous assessment measured against the learning outcomes (tests all of the learning outcomes).
There are two formal assessment points in this module, one at the end of the Spring term and one at the end of the Summer term. Assessments are carried out on a range of relevant activities such as class work.

Students are graded on a 1 – 15 scale (1 = fail/15 = Outstanding) for each piece of assessed work. 4 is the minimum pass mark. Two marks are awarded for each assessment by the class tutor. The first mark is for aptitude towards the work, the second mark is for achievement. Each mark carries equal weight.

At the end of each term, the teaching staff, with the Head of Department, will meet to discuss the students work and achievement, agreeing to award an overall grade. The number of assessments to be discussed at this panel meeting normally includes class work and may include the internal second grade for workshop performances if appropriate, all of which are considered for the end of term grade. Both assessment points test the same overall learning outcomes. Should a student fail to achieve the minimum pass mark in one assessment point, it is possible to redeem this failure with a pass mark at the next assessment point and students are supported by the core teaching staff to do so.

Each of the end of term assessment points carries equal weight towards the overall module mark. At the end of the module, the senior teaching staff meet to agree the final overall module mark, at an internal examination board.

If a student were to fail the module, they would have to retake the module (a year in length). This cannot be done in isolation, so students are expected to restart the programme. All the modules within this programme of study are interlinked and much of the work is based with the group and its inter-relation. A student must take all the modules within a year at the same time in order to benefit from this learning experience.

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

This module is currently running within the academy and therefore all learning resource implications are already addressed.

**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.