The title of the module
Techniques of Character Development

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Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal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

The number of credits which the module represents
55 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)

Prerequisite 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 the key concepts used in the creation of a character
• Be able to demonstrate the need to relate within the collective work ethic
• Be able to demonstrate constructive analysis of work undertaken in class and presentation, to further understand the key concepts in the creation of a character
• Be able to demonstrate personal responsibility and adaptability in the creation of a character to facilitate directorial requirements over a variety of dramatic texts
• Be able to demonstrate an understanding of the personal health and safety issues required by a professional actor

These specific learning outcomes are designed to develop the individual’s creative talent in order to develop believable and sustainable characterisations. Potential actors must also realise the value and responsibility of the collective work ethic in the support of their own character and those characters around them within a given text. The range of texts studied as part of the module introduce the student to a range of classical and contemporary texts which will be presented at internal LAMDA workshop showings with no public audience.
The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Physical skills
- Creative and imaginative skills
- Safe working practice

Students will develop their creative and imaginative skills through character development and improvisation within the needs of the dramatic text being studied. Safe working practice for the individual and the group is emphasised in all work undertaken.

A synopsis of the curriculum

- Character development and improvisation through interactive play, characteristics, physical and emotional tempo, inner and outer tempo, super-objective through action, activities and sustaining focus
- Group Improvisation
- Text Classes
- Character study explored within a range of texts which may include;
  - 20th Century Russian Naturalism
  - Modern 20th Century Texts
  - Shakespeare and his contemporaries
  - English 18th Century Restoration/Carolean texts

Indicative Reading List

Hall. P, (2003) *Shakespeare’s Advice to the Players* Theatre Communications Group
Stanislavski C, (Ed 1980) *An Actor Prepares* Methuen Drama
Stanislavski C, (Ed 1979) *Building a Character* Methuen Drama

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 500 hours of study, approximately broken down as follows:
450 hours of class work including rehearsals and showings
50 hours of 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 within scene studies and internal workshop presentations. All classes are practical in support of the vocational nature of this programme of study. Class work is divided between technique class and rehearsal based work for scene studies and workshops. In addition, students are expected to undertake further study such as character research and line learning.

Throughout the module students will also receive a one-to-one tutorial in each of the three terms, in order to discuss progress and this tutorial system supports the continuous feedback students receive during class work and scene studies. Students will also be expected to attend a number of in-house and external performances in order to become familiar with different theatrical styles and stagings.
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, rehearsals and showings.

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 increases throughout the module, with the introduction of workshop presentations in addition to class work, and an internal second grade for workshop performances, all of which are considered for the end of term grade. Both assessment points test the same overall learning outcomes, looking at a range of texts and theatrical styles. 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 meets 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.