The title of the module
Acting for Performance

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.
Entry 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Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal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 (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate
I

The number of credits which the module represents
80 Credits

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

Pre-requisite and co-requisite modules
Techniques of character development

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 sustained focus and retention throughout a rehearsal period in the development and presentation of a character within directorial requirements over a range of dramatic texts
• Be able to command, hold and entertain audiences through inhabiting and bringing to life the text through individual work on characterisation within performance and rehearsal
• Be able to work within a range of production designs, technical requirements and auditorium styles
• Be able to demonstrate professional practice in rehearsals and performance

These specific learning outcomes are designed to build on the work of the previous module. Students are expected to be able to create and sustain a character for public performance at one of LAMDA’s venues. Students will be expected to demonstrate creativity and imagination in their characterisation within directorial requirements, as well as be able to adapt to the practical and technical needs of staging a production. Directors will include professional practitioners for the industry as well as in house directors, and students will be expected to research both their character and the play and reflect constructively on notes given by the director as part of the creative process.
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The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Creative and imaginative skills
- Sustained focus and concentration
- Managing workloads and deadlines
- Safe working practice

These generic outcomes support an individual’s ability to work as part of a company, to manage personal organisation and to encourage creativity, flexibility, confidence and focus in the creation of a sustained characterisation.

A synopsis of the curriculum

Four public showings within LAMDA’s performance spaces exploring a range of classical and contemporary texts, dramatic styles and stagings. In addition students will work on a devised work with a guest writer.

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 800 hours of study, approximately broken down as follows:

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

This module builds on the work undertaken in Techniques for Character Development and as such the focus of work moves away from tutor led class work, to experiential learning through rehearsal and public performance. Students will undertake one internal workshop showing and then progress to four public performances.

Students will rehearse a production for three to five weeks and give up to six public performances within one of LAMDA’s performance spaces. Rehearsals are full-time for 30 hours a week. Production periods, technical and dress rehearsals will require longer working hours as appropriate to the nature of the production.

Students will receive directorial notes, as in professional theatre, throughout the rehearsal and performance period. In addition, student will receive a one to one tutorial at the end of each production to discuss their work.

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

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

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.

Final written assessment takes place at the end the performance run. Grades from the workshop piece in the autumn term and the remaining public productions, all carry equal weight and all contribute to the final module mark.

The External Examiner is invited to see all students in public performance and is therefore able to view the work live, rather than in evidence at the Board of Examiners. In this way, the External Examiner is able to see development in the student work over the course of the module.

A member of the LAMDA staff provides an additional skills-specific (usually in acting, movement and voice – where relevant music) mark on public performance, which may be used to moderate the mark of the director. Assessment takes into consideration, both the student’s commitment and achievement during rehearsal and their performance. Equal weight is given to both the process and the presentation of work. LAMDA considers development through the learning experience to be as valuable as final presentation, as part of the creative experience.

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, drawn from the Director’s marks and those of the internal LAMDA skills mark. This allows balance in the marking between professional expectation and the measurement of student’s skills progression. All three assessment points test the same overall learning outcomes, but consider 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.

Should a student be offered a professional theatre job or a ‘career enhancing’ film role during the course of the final year, with the express permission of the Principal and with the approval of the External Examiner, the theatre role may replace an assessment point within this module. The theatre employer (usually the Director) will be invited to grade the student’s performance having been briefed by the Head of Drama School. The school will review the work in public performance along with the External Examiner. This is operated in accordance with LAMDA’s Work Placement policy and procedures.

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.