

LAMDA COVID-19 Amended Delivery Overview 2020-21

Prospective Students Please Note

For prospective applicants for 2021-22 this document currently offers you indicative course delivery for 21/22, so that you can make informed choices about your studies. The document highlights that currently training is provided via blended learning, with up to 100% online tuition to meet learning outcomes. Opportunities for industry related activities such as showcases, performances and trips may still be operating at a reduced capacity. All modules are subject to ongoing change in order to keep content current, and to be responsive to evolving Government guidance for Covid-19 safety. Prospective applicants can also receive up to date information about what to expect before application and enrolment from our website and admissions team: admissions@lamda.ac.uk.

If you have a disability which makes reading this document or navigating information on our website difficult and you would like to receive information in an alternative format, please contact Student and Academic Services/ The Student Engagement and Quality Manager sarah.evans@lamda.ac.uk

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Overview and Rationale

This document provides an overview of what LAMDA is committing to deliver on our courses in 2020/21 (and indication for 2021-22), and how this will be achieved, so that both prospective and existing students are able to make informed choices about their studies.

This document outlines for staff, students, and external stakeholders that the quality and standards that underpin delivery and assessment will be maintained during 2020/21 and beyond into any teaching period which is affected by the COVID-19 pandemic.

This document is produced by LAMDA following guidelines and information published by the Quality Assurance Agency (QAA)¹, and Office for Students (OfS)². This is to ensure that our amendments to delivery for 2020/21 and 2021-22 adhere to guidelines published so that our provision is in line with decisions being undertaken by other Higher Education Providers within the sector at this time. LAMDA's Validating Partner the University of Kent and External Examiners will also be consulted and endorse any changes to delivery of 2020/21 and have oversight of guidance issued to staff and students.

Our aim here is to offer:

1. Prospective students planning to start undergraduate/postgraduate courses from September 2020 a clear summary of key changes to delivery before confirmation of their choice to study with us.
2. Existing students' clear information about all the adjustments to their courses and assessment that may take place in the next academic year.

Key Points:

It is difficult for LAMDA to provide full information on exactly what the 2020/21 academic year might look like in detail because this will change as public health advice changes. Therefore, this document spells out in clear straightforward terms that:

- All students (prospective and existing) should expect the public health situation to bring some necessary changes during 2020/21, and that LAMDA may need to communicate further adjustments to our planned contact hours, modes of delivery, curriculum content and assessments at short notice.
- Where changes and adjustments are needed, LAMDA will keep students informed via official course emails and institutional communications as soon as is feasible.
- This document details, module-by-module, the changes LAMDA is planning to make in 2020-21 (including changes to contact hours, opportunities for trips, showcases, performances, placements and amendments to modes of delivery) so students can make informed choices about their studies. It is indicative of changes for 2021-22.

¹ Please see [Regulatory requirements during the coronavirus \(COVID-19\) pandemic](#)

² Please see [Guidance for providers about student and consumer protection during the coronavirus \(COVID-19\) pandemic](#)

- LAMDA is proposing for students to be assessed using the original validated assessment weightings and modes of assessment in programme specifications for 2020/21.
- LAMDA is proposing for students to be assessed using the original validated learning outcomes in programme specifications for 2020/21. LAMDA will ensure that all summatively assessed outcomes and summative assessments can be evidenced with up to 100% synchronous or asynchronous online delivery.
- There are no proposed changes to other aspects of our programme specifications in terms of reading lists, marking criteria, or the methods of marking and moderation for 2020/21.
- LAMDA students can be supported to progress via a range of inclusive alternative assessment approaches if mitigating circumstances related to COVID-19 are identified in 2020/21. The alternative assessments approved in 2019/20 in relation to COVID-19 will still be provided as a 'safety net' to students affected in 2020/21.³ This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner into 2020-21.

Amendments to Delivery: at a Glance

- **Content of the course.** All of our modules have been subject to amendments for delivery in 2020/21. This document indicates to you that the validated contact hours may be reduced, all course components may be offered either via blended learning (a mix of online/onsite delivery) or components may be delivered via 100% online tuition in 2020/21 and 2021-22.
- All students should note that opportunities for industry related activities such as industry showcases, performances and trips will be operating at a reduced capacity in 2020/21 and 2021-22 so there will be a material difference to the offer detailed in the validated programme specifications. Students should NOT expect the conventional onsite showings at London Theatres as part of the industry activity attached to module specifications. Instead, as part of LAMDA's learning enhancement, limited opportunities that may include activity such as professional preparation meetings with agents, casting directors and others (online/onsite) may be arranged at the discretion of Module Tutors and Director of LAMDA to help students prepare for entry to the industry and sustaining a career within it. In most modules activities may be replaced (for example by online talks or workshops) or removed and this is indicated in the module by module breakdown so students can get an up to date and realistic expectation about how these industry related activities may function in 2020/21 and also into 2021-22.
- In 2020/21 there will be a material difference to some of the syllabus at all levels of study. Content offered will remain robust, industry relevant and meet all required learning outcomes. However, the module breakdowns in this document outline how students will be offered different specialist topics of study in 2020/21 to enable LAMDA to manage

³[Please see the LAMDA Covid-19 Alternative Assessment Strategy 2019-20 for full details](#)

delivery safely. For example, students should note that Movement Awareness Methods, and broader Social Dance skills will replace some specialist areas of delivery e.g. Alexander Technique and Stage Combat. Performance work / the sharing of practical work may be assessed with reduced technical support and staging to assure the safety of staff and students. Students should be prepared to be assessed on work delivered live, digitally or in a blended format as required. LAMDA follow revised audience capacity guidelines for 2020/21 and this is likely to continue into 2021-22.

- **Length of the course.** LAMDA is not planning on making any significant changes to the length of our courses. Students can expect that the length of onsite course delivery may be reduced as sections of delivery will be replaced by weeks delivered online (for example, on Stand Alone Semester Modules). Students will be able to access term dates on our website which will indicate the study period connected with each course. The module synopses included in this document highlight indicative project duration for 2020/21 and serve as an indication for 2021-22 delivery.
- **How the course will be delivered.** As a minimum, all students can expect that one day a week of their study now be delivered online rather than face-to-face. To enable staff to maximise the capacity of Talgarth Road students should expect that in 2020/21 the majority of tutorials and seminar/academic sessions will be offered online so that core practical components can be managed onsite. There may be modules (or strands of modules) which are delivered with up to 100% online tuition (**please see Appendix 1 for the 4 Tier Model**).
- **Cost of the course.** LAMDA is not proposing to offer any reductions to tuition fees in 2020/21. With regards to additional costs the texts on the reading lists will be available via the LAMDA library and there is no need to purchase these. To access online classes students are advised to be possession of suitable IT hardware and a good internet connection before they start studying with us. LAMDA has a limited supply of equipment that can be loaned to students unable to source resources. Hardship grants are available on a needs-assessed basis to help students overcome unforeseen financial challenges. LAMDA is building up this fund to help more students if further need arises due to the Pandemic next year. Contact the Registrar for advice and information to access support.
- **How the course will be assessed.** This document spells out LAMDA's intentions for assessing each module in 2020/21. At present, LAMDA is not proposing to make any significant amendments to the length, timing, or modes of assessment. The LAMDA Covid-19 Alternative Assessment Strategy 2019-20 will also be there as a 'safety net' for students experiencing mitigating circumstances in 2020/21.
- **Awards.** LAMDA does not intend to make any changes to the qualifications that are awarded because of the pandemic. All students should also note that LAMDA has applied for its own Degree Awarding Powers. Our Higher Education qualifications are all currently awarded by the University of Kent. However, we are undergoing a process which may result in our being able to award our own degrees in 2020/21. If this is the case, we will let students know via official course emails and institutional communications

as soon as is feasible. If a student is already enrolled with LAMDA they will be able to choose whether they would prefer to receive their award from the University of Kent or from LAMDA directly. Student and Academic Services can be contacted to provide more information about this.

- **Possible locations.** The pandemic has affected where teaching may be delivered as LAMDA will have to follow social distancing guidelines to manage numbers safely at Talgarth Road. Students can expect the timetable to reflect this by having a minimum of one day a week being delivered online. There will also be social distancing measures in place onsite which may affect how students can collaborate in studios and workshops safely.

Student Support 2020/21

It is important that all our learners feel supported. We understand that during 2020/21 LAMDA may need to offer additional advice and assessment support for students suffering from coronavirus or who need to self-isolate, international students, and students unable or less able to access or effectively engage in remote learning for whatever reason, together with care leavers, those estranged from their families, and students with disabilities.

In 2020/21 LAMDA will continue to follow the guidance outlined in the section entitled **Extensions/mitigation (concessions)** in the University of Kent No Detriment Policy (2019/20). We will comply with any updates to this as issued by the University of Kent whilst they continue to function as the Validating Partner for our provision.

LAMDA is committed to providing equality of opportunity following the principles outlined in the [Equality Act \(2010\)](#) and in 2020/21 will work to ensure that all of our staff, students and visitors, as well as those that seek to apply to work or study with us are treated fairly and are not subjected to unlawful discrimination at LAMDA on the basis of their protected characteristics.

At LAMDA support extends beyond the protected characteristics; LAMDA is committed to offering a fair and inclusive environment for everyone to study and work irrespective of any perceived difference, status, or circumstances. This is inclusive of potential as well as existing and past employees and alumni. This may include differences such as socio-economic background, whether a staff or student has full-time or part-time status, and protects intersex individuals not covered under the protected characteristics. This list is not exhaustive.

To ensure students full supported and can access additional advice and resources:

- LAMDA has a Student Wellbeing Officer Rachel Cockerton rachel.cockerton@lamda.ac.uk who can help to signpost students towards other sources of advice and support as required.
- If you are not sure who to speak to about a matter relating to equality, diversity and inclusion please contact the Registry; the Registrar Amy Richardson amy.richardson@lamda.ac.uk can help to signpost students towards advice, information and specialist staff support. The Registrar is also a good point of contact for signposting students to sources of advice and support related to housing, disability support, visas, and bursaries/financial hardship support as required.

- Where students need additional assessment support, they may discuss the practicalities of extensions, deferring modules/assessments, and interruption of study with staff at any point to ensure that they understand their options in full. The Student Engagement and Quality Manager is a good point of contact; they are Dr Sarah Evans sarah.evans@lamda.ac.uk

Anti-Racist Statement from LAMDA

To our new and returning students LAMDA is reaffirming opposition to all forms of racism and discrimination against Black students and all students of colour in all its forms. As an institution LAMDA is committed to doing the essential work needed to ensure we have an environment where there is zero tolerance for any racist or discriminatory behaviours by our staff and students.

We reiterate our commitment to dismantling systemic racism wherever it may be found, including within our own community. LAMDA students should note that we are currently reviewing all areas of the organisation - teaching pedagogy, curriculum, and student support so that not just our words but our actions are consistently and actively anti-racist. In 2020/21 new and continuing students can expect LAMDA to have produced an Action Plan, led by our Equality, Diversity and Inclusion Committee, which outlines in detail the steps we will be taking to achieve our aims.

Decolonisation Statement

LAMDA believes that the cohort we select must be truly representative of our society to be a safe space for students to train as actors and artists. Our audition strategy selects a balanced intake, based on strong evidence of authenticity, curiosity, generosity, and playfulness in everyone.

We seek to recognise, celebrate, and train each individual student. We curate a series of training experiences that allow the actors to work from themselves and develop their self-expression; becoming confident artists, assured of their own voice. We also create projects that offer the opportunity to work confidently outside of their own experience, reaching imaginatively to inhabit the experiences of others. We believe this approach to training creates a wide ranging and flexible career path, where our graduates are the agents of who they choose to be as artists and agents of real change in the industry.

We are committed to using a carefully selected set of texts that are bespoke to the make-up of each cohort. Texts which reflect and help us understand the world we live in now. We believe that playing and seeing yourself reflected in the texts and the practitioners you work with at LAMDA is fundamental in supporting the training of non-white actors.

We believe in adopting a Colour Brave approach to casting that puts Black Students and Students of Colour at the centre of the work and in traditionally white roles, ultimately removing the need to see this positioning as 'brave' in the future.

We also believe in training technicians on the PTASS course in fully inclusive practice, empowering them to be the strongest technical artists for the future.

Student complaints scheme

Existing students should note that LAMDA will make all reasonable efforts to fulfil its contracts with students by continuing to deliver higher education that is broadly equivalent to that which

was originally advertised even though aspects of delivery will be amended in 2020/21 as a result of public health advice.

This document outlines amendments for 2020/21 and these amendments are designed to protect the interests of students so that LAMDA offers a robust and industry relevant educational experience that still allows for learning outcomes to be met in a timely manner is provided.

This document serves to provide current students with clear and timely information about all changes to material information about the course and if students opt to re-enrol and continue study with us in 2020/21 we will deem this as students providing their consent to these changes.

Current students have options available if they are not satisfied with the changes that have been made. Students may wish to contact Student and Academic Services to discuss an interruption of study (taking a year out) or may wish to transfer to another course at a different institution.

Current students have the right to make a complaint and seek redress.

Prospective students should also note that LAMDA has an admission policy and admission complaint procedure and that they also have the right to make a complaint and seek redress.

For both prospective and current students the Student and Academic Services staff can help you access the correct [Complaints and Appeals Policy and the Complaints Form](#). These are published online.

For current students if LAMDA's complaints and appeals procedure has been completed, you can take an appeal to the Office of the Independent Adjudicator <https://www.oiahe.org.uk/> (see the policy for full details or contact Student and Academic Services). The LAMDA Admissions Appeals and Complaints policy sets out the procedures by which an applicant may lodge a formal appeal or complaint against a decision regarding admission to a course. It is available to download from the auditions and interviews section of LAMDA's website, or from the Registrar.

BA in Professional Acting 2020/21 Amended Delivery Overview

Stage 1

LAMDA304 – Building the Craft of Acting

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The curriculum of this module consists of classes and workshops (both online and in onsite sessions) in which students develop the skills required to approach text and build a character (as an indication the module may ordinarily be delivered as approximately nine classes). This includes subject-specific work such as Stanislavski exercises, focus and concentration exercises, workshops that emphasise ensemble interaction, narrative understanding, text analysis, psychology of acting classes, and developmental strategies to promote imaginative exploration and individual transformation. There may also be workshops that enable project-based learning (PBL) in relation to classical texts. Process of the artist classes, the only non-assessed component of this module, enable students to further their skills and understanding by means of self-reflective processes. Students are required to produce a digital workbook to support the reflection process.

Within this module students develop skills in classes taken online and onsite that may include the following areas:

- Craft of Acting
- Scene Work
- Group Improvisation
- Text
- PBL (Classical)
- Psychology of Acting
- Process of the artist

Please note this list is indicative; the specific practitioners, specialist areas, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery. All acting work is delivered through online/onsite group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching are based on. The LAMDA305 - Vocal Techniques, Development and Application 1 element Applied Voice (20%) is graded and assessed via one Project delivered as part of Building the Craft of Acting – LAMDA304.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Delivery</p> <p>The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 400 hours of study (this may be adjusted), approximately broken down as follows:</p>
Craft of Acting: 75h
Scene Work: 75h
Group Improvisation: 37h
Text classes: 19.5h
PBL (Classical): 97.5h
Psychology of Acting: 45h
Process of the artist classes: 7.5h
Independent Study Hours: 83.5h (inclusive of digital workbook)
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)</p>			
Class / Workshop	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage within module
Craft of Acting	7.5%	7.5%	15%
Scene Work	15%	15%	30%
Group Improvisation	4.5%	4.5%	9%
Text classes	4.5%	4.5%	9%
PBL (Classical)	15%	15%	30%
Psychology of Acting classes	3.5%	3.5%	7%
Process of the artist classes	These classes are not assessed but a digital workbook will be required to document the learning process.		
<p>Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

LAMDA305 - Vocal Techniques, Development and Application 1

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The module content consists of working on a range of classical and contemporary texts in order to develop the students' understanding of voice-specific techniques. This includes understanding the structure and function of the voice, strategies to develop vocal technique and its maintenance, and learning to apply such skill and knowledge within the safety of the ensemble environment (both online and in onsite sessions),

Students will have opportunities to work on developing generic techniques for learning. Within this module students may develop voice-specific skills in classes taken online and onsite that may include the following:

- Pure voice
- Applied voice
- Individual voice
- Voice systems

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). The subject's division into four areas ensures that detailed technical work and its application to text are balanced. All vocal work may be delivered through a mixture of formats. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required. The LAMDA305 - Vocal Techniques, Development and Application 1 element Applied Voice (20%) is graded and assessed via one Project delivered as part of Building the Craft of Acting – LAMDA304.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 350 hours of study (this may be adjusted), approximately broken down as follows:

Pure voice: 121.5h (may be a blend of digital/on site contact)

Applied voice: 40.5h (may be a blend of digital/on site contact)

Voice systems: 61h (may be a blend of digital/on site contact)

Individual voice: 6.5h (may be a blend of digital/on site contact)

Independent Study Hours: 120.5h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage within module
Pure Voice	25%	25%	50%
Applied Voice	10%	10%	20%
Individual Voice	10%	10%	20%
Voice systems	5%	5%	10%

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

LAMDA306 - Movement & Physical Development 1

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). Classes in this module combine to deliver a body of interrelated specialist skills and knowledge (as an indication the module may ordinarily be delivered as approximately six classes). Students are introduced to a range of disciplines and techniques for the physicalisation of a character which will allow them to develop a believable physical life in support of their characterisations (both online and in onsite sessions). To achieve this, students are encouraged to develop physical strength and stamina and build muscle memory. Students may also study a range of pure and applied movement styles which, together with related content that may include physical theatre and a number of dance disciplines, will develop personal coordination and fitness.

Within this module students develop skills in classes taken online and onsite that may include the following areas:

- Movement Awareness Methods
- Social Dance
- Mask
- Pure Movement
- Movement Theatre

Please note this list is indicative; the specific practitioners, specialist areas, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). All movement training may be delivered through a mixture of formats, ensuring that detailed technical work and its application to movement are balanced. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different aspect of Movement Technique as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 350 hours of study (this may be adjusted), approximately broken down as follows:

Movement Awareness Methods 1: 42h
Movement Awareness Methods 2: 39h
Social Dance: 40.5h
Mask 37.5h
Pure Movement: 99h
Movement Theatre: 39h
Independent Study Hours: 53h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)			
Class	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage of marks within the module grade
Movement Awareness Methods 1 *	10%	-	10%
Movement Awareness Methods 2 *	9%	9%	18%
Social Dance *	9%	9%	18%
Mask *	9%	9%	18%
Pure Movement *	9%	9%	18%
Movement Theatre *	9%	9%	18%
<p>*Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different aspect of Movement Technique as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

LAMDA307 - Singing & Musicianship 1

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The present module is an introduction to developing entry-level singing technique as applied to Acting. Students explore a range of material from different musical periods in order to develop an understanding of key aspects of singing technique, and its application in different stylistic contexts. The curriculum introduces students to varied repertoire, but may also include technical exercises, score reading skills, and warm-ups, designed to enable students to apply independent learning (both online and in onsite sessions),

Students will have opportunities to work on in classes taken online and onsite that may include the following:

- Individual Singing Technique
- Choir and Musicianship

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Delivery Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 100 hours of study (this may be adjusted), approximately broken down as follows:</p>
Individual Singing Technique: 48h
Choir and Musicianship: 48h
Independent Study Hours: 4h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)			
Production	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage of marks within the module grade
Individual Singing Technique	25%	25%	50%

Choir and Musicianship	25%	25%	50%
<p>Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

Screen & Audio 1 – LAMDA401

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The present module is an introduction to Screen & Audio as applied to actor training. An indicative breakdown of delivery would be: four sessions on radio work and six sessions as an introduction to screen performance, the latter may be in small groups (c.6-8 students per group). The health and safety guidelines relating to Covid-19 will determine the exact breakdown between onsite and socially distanced/digital delivery.

There is also an intensive block period of practical exposure to reviewing filmed material critically, through peer and tutor contributions. The curriculum of the sessions is focused on topics which may include non-verbal storytelling, modulating levels of attention according to the placement of the camera, and recording techniques using mono and stereo microphones (these sessions may be both online and onsite).

Within this module students may participate in classes/workshops taken online and onsite that may include the following:

- Introduction to Screen
- Radio

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 50 hours of study (this may be adjusted), approximately broken down as follows:

Screen: 27h (may be a blend of digital/on site contact)

Radio: 6h (may be a blend of digital/on site contact)

Independent Study Hours: 17h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage within module
Introduction to Screen	35%	35%	70%

Radio	15%	15%	30%
<p>Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

Stage 2

LAMDA512 – Developing the Craft of Acting

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The curriculum of this module consists of classes and workshops in which students develop the skills required to approach character work across a range of styles, periods and genres (both online and in onsite sessions). This includes subject-specific work on a range of 16th Century – contemporary texts. Group Improvisation builds on the subject-specific skills acquired in class at Level 4. There is also a New Work/Self-Created Project in which students work with professional practitioners on a devised project (this may be via online rehearsal and sharing). All of the following classes lead to performances/sharings of work that are not open to the public but offer showings within the Academy, thereby enabling students to gain practical and reflective experience as performers. Process of the artist classes, the only non-assessed component of this module, enable students to further their skills and understanding by means of self-reflective processes. Students are required to produce a digital workbook to support the reflection process.

Within this module students develop skills in classes taken online and onsite that may include the following areas:

- Style & Character 1 (16th century – contemporary texts)
- Style & Character 2 (20th/21st century European and American texts)
- Style & Character 3 (Classical)
- New Work/Self-Created Project
- Group Improvisation
- Acting classes
- Psychology of Acting
- Process of the artist classes

Please note this list is indicative; the specific practitioners, specialist areas, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery. All acting work is delivered through online/onsite group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching are based on.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 650 hours of study (this may be adjusted), approximately broken down as follows:

Style & Character 1 (16 th century – contemporary texts): 105h
Style & Character 2 (European 20th century): 120h
Style & Character 3 (Shakespeare): 105h
New Work/Self-Created Project: 90h
Group Improvisation: 48h
Acting classes: 64.5h
Psychology of Acting: 42h
Process of the artist classes: 13.5h
Independent Study Hours: 51h (inclusive of digital workbook)
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class / Workshop	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage within module
S&C 1	10%	10%	20%
S&C 2	10%	10%	20%
S&C 3	10%	10%	20%
New Work/Self-Created Project	5%	5%	10%
Group Improvisation	4%	4%	8%
Acting classes	7.5%	7.5%	15%
Psychology of Acting	3.5%	3.5%	7%
Process of the artist classes	These classes are not assessed but a digital workbook will be required to document the learning process.		

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

LAMDA513 - Vocal Techniques, Development and Application 2

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The module content consists of working on a range of classical and contemporary texts in order to develop further the students' understanding of voice-specific techniques (both online and in onsite sessions), All work is performance orientated although the delivery of the classes may be divided between formats such as lectures, workshops, one-to-one tuition and rehearsal support sessions (both online and onsite). Students also work on developing generic techniques for learning. The curriculum classes taken online and onsite may include the following:

- Pure Voice
- Applied Voice
- Voice systems
- Rehearsal Support

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). The subject's division into four areas ensures that detailed technical work and its application to text are balanced. All vocal work may be delivered through a mixture of formats. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required. Aspects of this module may be graded and assessed via projects delivered on other Level 5 modules delivered on this programme.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Pure Voice: 69h

Applied Voice: 34.5h

Voice systems: 40.5h

Rehearsal Support: 13.5h

Independent Study Hours: 142.5h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage within module
Pure Voice	20%	20%	40%
Applied Voice	15%	15%	30%
Individual Voice	10%	10%	20%
Rehearsal Support	5%	5%	10%

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

LAMDA514 - Movement & Physical Development 2

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). Following on from movement and physical skill development at Level 4, students continue to work on the physicalisation of a character by increasing their knowledge of movement through movement theatre and choreography (this may be via online and onsite sessions). This leads to performances/sharings of devised work and core repertoire; both of which offer the opportunity for creating character; solo and ensemble.

As an indication the module may ordinarily be delivered as approximately ten different movement classes to develop the students' imagination further through the understanding of subject-specific techniques in application. All work is performance orientated although the mix of online/onsite delivery of the classes divides between lectures, workshops, one-to-one tuition and rehearsal support sessions.

Within this module students develop skills in classes taken online and onsite that may include the following areas:

- Movement Awareness Methods
- Auto Cours
- Ballroom Dance
- Bouffon
- Social Dance
- Mask
- Pure Movement
- Movement Theatre
- World Dance

Please note this list is indicative; the specific practitioners, specialist areas, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). All movement training may be delivered through a mixture of formats, ensuring that detailed technical work and its application to movement are balanced. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different

<p>aspect of Movement Technique as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 350 hours of study (this may be adjusted), approximately broken down as follows:</p>
Movement Awareness Methods 1: 34.5h
Auto Cours: 34h
Ballroom Dance: 6h
Bouffon: 21h
Movement Awareness Methods 2: 38h
Social Dance: 12h
Mask: 22.5h
Pure Movement: 34.5h
Movement Theatre: 25.5h
World Dance ((which may incl. opportunities for Show Dance): 30.5h
Independent Study Hours: 41.5h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)</p>			
Production/Indicative Class Title (subject to change)	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage of marks within the module grade
Movement Awareness Methods 1*	5%	-	5%
Auto Cours *	7.5%	7.5%	15%
Ballroom Dance *	2.5%	2.5%	5%
Bouffon *	5%	5%	10%
Movement Awareness Methods 2*	7.5%	7.5%	15%
Social Dance *	2.5%	2.5%	5%
Mask *	5%	5%	10%
Pure Movement *	7.5%	7.5%	15%
Movement Theatre *	5%	5%	10%
World Dance *	2.5%	2.5%	5%
<p>*Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different aspect of Movement Technique as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who</p>			

may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

LAMDA515 - Singing & Musicianship 2

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The present module continues the students' development of singing technique as applied to Acting. Building on the content of the Music module at Level 4, students apply a range of material from different musical periods in an acting context (both online and in onsite sessions).

The focus is equally on the development of further technical skills and being able to sing in character. The content of the module is based on varied repertoire aimed to support performance/sharing outputs. The sessions may also include the learning and application of technical exercises, score reading skills, and warm-ups, designed to enable students to apply independent learning. There will be a project (topic to be confirmed) which serves as an inhouse production in which students learn to apply music skills to both the production process and the resulting performance/sharing of work.

Students will have opportunities to work on in classes taken online and onsite that may include the following:

- Individual Singing Technique
- Choir and Musicianship
- Project (topic to be confirmed)

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). For singing technique and musicianship classes, students work with tutors in sessions that are based on the specific requirements of furthering singing technique and applying the outcomes in performance. This includes ensemble classes that facilitate both group and solo singing in order to develop the skills and the confidence to sing in public. The Project may be taught as an in-house production, in which a Musical Director works with students on a series of rehearsals, culminating in a number of performances or more informal 'sharings' as required.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This

module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:

Individual Singing Technique: 30h

Choir and Musicianship: 30h

Project: 80h

Individual Coaching: 1.5h

Independent Study Hours: 8.5h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Production	Individual development (process)	Individual attainment (performance/sharing event)	Overall percentage of marks within the module grade
Individual Singing Technique	20%	20%	40%
Choir and Musicianship	10%	10%	20%
Project (topic to be confirmed)	20%	20%	40%

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Screen & Audio 2 - LAMDA 516

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The present module builds on the subject-specific screen & audio training offered at Level 4. An indicative breakdown of delivery would be:

- Students may receive classes on a practitioner e.g. Meisner technique and other preparation methods for screen acting.
- There are also workshops in which students rehearse, shoot and review a range of scenes from various film and television genres (these sessions may be both online and onsite).

This informs the development of a student-created short scene. The module will usually offer an opportunity for an intensive period in which students rehearse, shoot and review two scenes, one of which is a pre-existing script and the other is student-created. Both scenes are edited professionally to enable students to gain insights into the effects of editing on performance. The health and safety guidelines relating to Covid-19 will determine the exact breakdown between onsite and socially distanced/digital delivery.

Within this module students may participate in classes/workshops taken online and onsite that may include the following:

- Screen preparation and performance
- Radio
- Meisner and other screen techniques

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 100 hours of study (this may be adjusted), approximately broken down as follows:

Screen: 54h (may be a blend of digital/on site contact)

Radio: 24h (may be a blend of digital/on site contact)

Meisner and other screen techniques: 12h (may be a blend of digital/on site contact)

Independent Study Hours: 10h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Individual development (process)	Individual attainment (performance/ sharing of work)	Overall percentage of marks within the module grade
Screen Preparation & Performance /sharing	30%	30%	60%
Radio	15%	15%	30%
Meisner	5%	5%	10%

As an example, this may consist of:

- One short screen play (no more than 5 minutes)
- One student-created scene (no more than 5 minutes)
- One radio clip (between 5-7 minutes)
- Evidence of application of specialist screen techniques, evidenced in the screen play and the student created scene

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Stage 3

LAMDA600 – Applying the Craft of Acting in Public Performance

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The curriculum of this module consists of classes, rehearsal and performances/sharings in which students learn the application of acting skills, knowledge and understanding to the processes leading to, and including, public performances/sharings of work. Students may be required to produce a digital workbook to support their reflection process.

As an indicative structure, each rep may occupy approximately a period of five weeks of rehearsals (onsite/online as required), followed by approximately one week of public performances/sharing of work, thereby exposing students to the circumstances of working professionally as actors. All productions will be directed by either a member of staff of the Academy, or an outside director familiar with the Academy's working and assessment practices. Given the nature of vocational training, students may receive offers of professional engagements prior to graduation. In exceptional circumstances, and only if such an offer can be deemed to represent a career-defining opportunity, LAMDA's Director may agree for a student to accept such work in place of in-house productions scheduled for summer term. The Director would need to be satisfied that such work-based learning and assessment in a professional theatre or other performance medium would enable the student to meet the module's learning outcomes, and be capable of being assessed as per the programme specifications.

The module may have some opportunity for sharing work with agents and casting directors to help students in entering the profession, but these will be at the discretion of LAMDA's Director and in line with Covid-19 health and safety guidelines. Supporting such exposure to industry professionals will be some opportunities for Level 6 students to engage with industry professionals who will be able to advise on entry to the industry and sustaining a career within it (both online and in onsite sessions).

Please note this synopsis is indicative; the specific practitioners, specialist areas, modes of delivery, and industry opportunities will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery. All acting work is delivered through online/onsite group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching are based on.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite

and online delivery and students' independent work. This module usually comprises of 1125 hours of study (this may be adjusted), approximately broken down as follows:
Hours per Rep: 225h
Independent Study Hours: 125h (may be inclusive of a digital workbook)
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)			
Class / Workshop	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage within module
Rep 1	10%	10%	20%
Rep 2	10%	10%	20%
Rep 3	10%	10%	20%
Rep 4	10%	10%	20%
Rep 5	10%	10%	20%
A digital workbook may be required to document the learning process.			
Please note:			
<p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

LAMDA601 - Public Performance – Voice

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The module contains the teaching of vocal skills as applied to the act of performance on stage, and in screen and audio (teaching may be both online and onsite). It includes the developing of strategies and technical skills, designed to enable performers to pace themselves during an extended period of rehearsals and performances/ sharings of work, whilst confidently expressing the emotional and intellectual needs of the character. To achieve this, students are given support in solo and ensemble rehearsals online and onsite which may include the following:

- Vocal warmups (ensemble)
- Vocal techniques for musical theatre (ensemble and/or one-to-one input)
- Specialist vocal work as required by the productions, including accent, character work and heightened voice use (one-to-one input)
- Specificity of vocal styles across a range of repertoire (ensemble and/or one-to one input)

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students work with staff in rehearsals that respond to the specific requirements of each of the year's productions (this may be up to six productions, but this will be confirmed at the outset of module delivery). Most sessions will usually be practical in nature and support the work undertaken in the Public Performance and Screen & Audio modules. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:

Total Contact Hours: 120h (may be a blend of digital/on site contact)

Independent Study Hours: 30 h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings).

It may be that screen/audio assessment is embedded within a Rep for assessment.

Production (performance)	Individual development (process)	Individual attainment	Overall percentage of marks within the module grade
Rep 1	9%	9%	18%
Rep 2	9%	9%	18%
Rep 3	9%	9%	18%
Rep 4	9%	9%	18%
Rep 5	9%	9%	18%
Screen & Audio	5%	5%	10%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Screen & Audio 3 - LAMDA 603

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The module builds on the subject-specific screen & audio training offered in Years 1 and 2. Building on the technical skills acquired in previous years, for which there may be refresher opportunities in autumn term, the curriculum for the final year is concerned with the application of these skills, and the preparing of the students for employment-generating tasks.

Students may receive a blend of online/onsite classes that lead to activities such as: the making of a film, the recording and critical reviewing of a radio play and the preparing and recording of a voice reel. Within this module students may also participate in classes/workshops taken online and onsite that could include the following:

- audition practice sessions,
- self-taping workshops,
- two casting sessions
- refresher Meisner classes.

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

The module may also offer a timetabled 'industry activities', including presentations and seminars by external speakers. This is part of the module's enrichment time and is therefore not examined. The health and safety guidelines relating to Covid-19 will determine the exact breakdown between onsite and socially distanced/digital delivery and how enrichment may be offered.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 220 hours of study (this may be adjusted), approximately broken down as follows:

Refresher week: 30h (may be a blend of digital/on site contact)

Screen craft: 12h (may be a blend of digital/on site contact)

Meisner workshop: 3h (may be a blend of digital/on site contact)
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Make your own film 30h

Two casting session tapes 18h

One voice reel 6h

One radio play 15h

One graduation film 60h

Industry week 18h (may be a blend of digital/on site contact)

Independent Study Hours: 28h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.
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Assessments (performances, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)			
Production	Individual development (process)	Individual attainment (performance/ sharing of work)	Overall percentage within module
Make your own film	7.5%	7.5%	15%
Two casting session tapes	5%	5%	10%
One voice reel	7.5%	7.5%	15%
One radio play	5%	5%	10%
One graduation film	25%	25%	50%
<p>As an example, this may consist of:</p> <ul style="list-style-type: none"> • Make your own film (7-10 minutes) • Two casting session tapes (3 minutes each) • One voice reel (6-8 minutes) • One radio play (25-30 minutes) • One graduation film (12-15 minutes) <p>Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

LAMDA609 - Public Performance Skills - Movement

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The present module contains the teaching of movement skills as applied to the act of performance on stage, and in screen and audio. It includes the developing of strategies and technical skills, designed to enable performers to pace themselves during an extended period of rehearsals and performances/sharings of work, whilst confidently expressing the emotional and intellectual needs of the character and situation.

To achieve this, students are given support in ensemble classes taken online and onsite that may include the following areas:

- Movement warm-ups
- Specialist movement work as required by the productions, including choreography

Please note this list is indicative; the specific practitioners, specialist areas, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery). Students work with staff in rehearsals that respond to the specific requirements of each of the year's productions (this may be up to six productions, but this will be confirmed at the outset of module delivery). Most sessions will usually be practical in nature and support the work undertaken in the Public Performance and Screen & Audio modules. There are approximately 60 tutor – led work hours. Staff members also attend rehearsals to provide additional assistance for specific movement issues related to the production as requested by the Director.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Delivery The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different aspect of Movement Technique as dictated by the Module Leader at the outset to meet learning outcomes.</p> <p>Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:</p>
Contact Hours: 60h
Independent Study Hours: 90h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)			
It may be that screen/audio assessment is embedded within a Rep for assessment.			
Production	Individual development (process)	Individual attainment (performance/sharing of work)	Overall percentage of marks within the module grade
Rep 1	9%	9%	18%
Rep 2	9%	9%	18%
Rep 3	9%	9%	18%
Rep 4	9%	9%	18%
Rep 5	9%	9%	18%
Screen & Audio	5%	5%	10%
<p>Please note:</p> <p>In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

BA (Hons) in Production and Technical Arts: [specialism] [top-up]

Production Skills – SMTU300

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

Students gain practical experience of at least one senior role on a LAMDA production (not available to students at Level 5), and under the tutorial supervision of a member of LAMDA’s academic staff. This practical work is complemented by a number of workshops, the content of which underpins the production rotation from an academic perspective. During the course of the module students also complete a brief essay, the topic of which usually arises from the production itself.

This module will be delivered through both online/onsite workshops and practical engagement with a production (subject to Covid-19 restrictions). A show rotation on a LAMDA production provides the platform for the students’ course work, including the completion of an essay. The latter can be based on a topic of the student’s choosing but requires the approval of the module tutor. All workshops are designed to introduce students to the key aspects of technical theatre as applied to the LAMDA production

The module may be taught through blended learning: a mixture of academic tutorials, practical production work and online tutorials and online independent/group study projects.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of production training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of practical production work, online delivery projects, and students’ independent work on an individual submission.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Workshops:	7h
Tutorial support during production:	3h

Tutorial support for production essay:	2h
Production rotation:	180h
Total Contact Hours:	192h
Independent Study Hours: (may be a blend of digital / onsite contact)	108h
Total Study Hours:	300h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.	

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

80% Practical Show Rotation

20% Accompanying Essay

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

Placement Learning (external placement) – SMTU301
A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

Students undertake a professional placement of 8-10 weeks at one or more companies involved in theatre or film production, and/or the design or manufacturing of goods and services used in technical theatre (subject to Covid-19 restrictions).

The nature of the industry placement varies depending on the student's choice of department within technical theatre. However, all placements enable students to work in an industry environment (both online/onsite) whilst benefitting from the academic support available at LAMDA, thereby preparing for employment through work-based practice in a non-HEI setting.

The placement may be delivered through blended learning: a mixture of academic tutorials, practical work and online tutorials and online independent/group study activity agreed with the placement provider.

The course director will need to be satisfied that the placement provider enables the student to work as a trainee within a professional environment, thereby benefitting from a balance of tutorial guidance and opportunities for independent work and decision-making. This includes the provision of regular feedback and target setting by the placement provider. However, all matters relating to the student's critical reflection of the placement as detailed in the placement log, and the final viva examination, are assessed by the course leader and other members of staff at LAMDA. Students receive a pre-placement briefing by the course director (this may be online) and twenty-minute fortnightly tutorials via Skype/Facetime with a member of LAMDA staff to ensure that the information entered onto the placement log is evaluated critically. At the end of the placement, the student submits a placement log which contains a diary section of the placement and a critical and reflective evaluation of what has been achieved.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered on placement will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of the placement and the placement itself may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of practical work, online delivery projects, and students' independent work on an individual submission.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:	
Pre-placement briefing: (may be a blend of digital / onsite contact)	0.5h (LAMDA)
Tutorial support during placement: (may be a blend of digital / onsite contact)	3.5 (placement provider)
Tutorial support during placement: (may be a blend of digital / onsite contact)	5h (LAMDA)
Tutorial support for placement log: (may be a blend of digital / onsite contact)	6h (LAMDA)
Placement contact time:	120h
Total Contact Hours:	135h
Independent Study Hours: (may be a blend of digital / onsite contact)	165h
Total Study Hours:	300h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.	

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)
80% Placement
20% Placement Log (this may be submitted as a digital work if requested by the tutor)
Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020 .

Dissertation – SMTU302

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

The present module enables students to complete a research project and evidence their work through a choice of two routes. Both routes facilitate the development of critical engagement with the work of others, and the documenting of one's decisions and findings through written/project work.

The first route consists of a dissertation only, supported by a mixture of small group lectures and individual dissertation supervision sessions. The second route offers students the opportunity to complete a shorter dissertation and submit a practical project, the theme of which should be linked to the subject of the dissertation. The second route also contains a mixture of individual and small group tuition.

Students work with tutors in small groups and individual tutorials in order to develop the necessary skills required for evidencing critical engagement with the topic, and the academic skills needed to present their research projects.

Route 1: Dissertation

Students receive approx. twelve 90-minute group lectures on research techniques, developing academic writing skills, conducting case studies and evaluating data (online or onsite). Each student also receives approx. twelve 30-minute individual tutorials in autumn term, twelve 30-minute individual tutorials during spring and summer terms, and two 90-minute final submission tutorials in summer term (online or onsite).

Route 2: Dissertation and practical project

Dissertation: students receive approx. twelve 90-minute group lectures on research techniques, developing academic writing skills, conducting case studies and evaluating data. Each student also receives approx. six 30-minute individual tutorials in autumn term and two 45-minute final submission tutorials in spring term (online or onsite).

Practical project: the practical project is taught in approx. twelve 30-minute individual tutorials across autumn and spring terms and two individual 45 minute tutorials in summer term. The content of the practical tutorials aims to guide students in the planning and delivery of the student's chosen medium, including but exclusive to, design, sound, construction and technology projects. In the case of two or more students working on a topic that involves the same department within Production and Technical Arts, up to 25 % of the allocated tutorial time may be taught in small groups online/onsite. Students should consider carefully how to deliver practical research elements in line with Covid-19 restrictions.

The module may be delivered through blended learning: a mixture of academic tutorials, online tutorials and online independent/group study activity agreed with the supervisor.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work

delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery	
Students work with staff in tutor-led sessions that are based on the specific requirements of the dissertation and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic sessions, tutorials, and students' independent work on an individual submission.	
Indicative Module Breakdown 2020/2021 Academic Year	
This module usually comprises of 600 hours of study (this may be adjusted), approximately broken down as follows:	
Total Contact Hours:	33h
Independent Study Hours: (may be a blend of digital / onsite contact)	567h
Total Study Hours:	600h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.	

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)				
Pathway	Course work	Word count/Time scale/Framework	Weighting	Total
Route 1	Dissertation	12000 - 14000 words	100%	100%
Route 2	Dissertation	6000-7000 words	50%	100%
Route 2	Practical project	6000 words/ 15 minutes edited film/ exhibition/ technology project	40%	
Route 2	Project Report	1000 words	10%	
Route 1 & 2	Presentation	Not assessed		
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>				

MA in Classical Acting for Professional Theatre

LAMDA803 - Acting in Classical Theatre

A synopsis of the curriculum

Students will engage with works from a range of Classical Texts. Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). Many aspects may be taught through blended learning: students will work on a range of texts (online and in the studio) which may include Shakespeare, texts from the Jacobean era, Spanish 'Golden Age', Restoration 'Comedy of Manners' and French Classical Theatre. Texts will be carefully selected to reflect our commitment to a decolonised curriculum.

Practical class work will normally consider the development of a character, through character investigation off contextual research, interaction and observation with reference to the work of Stanislavski and Rudolf Laban but the specific practitioners, plays, modes of delivery, and techniques content covered will be outlined at the commencement of study.

The rehearsal and performance process will be used to investigate the context of the text and draw out character work and interplay key to achieving a credible presentation of the original piece. Students should be prepared to be assessed on a live, digital or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Alongside the direct text work, acting craft skills will be taught and exercises will explore focus, characteristics, and the specific emotional and physical life of a given character. Some of this work will be achieved through class work and some through scene study and workshops (this may be via blended learning incorporating online and onsite delivery). Techniques that will normally be investigated are shown below and rehearsal work will require the student to draw on these skills to create and sustain a credible character.

The learning outcomes are achieved through interactive play, group work and sustaining focus (online and onsite as revised health and safety guidelines allow) allied with the development of strategies for critically evaluating the intricacies of different classical texts to enable the actor to bring characters to life through an advanced synthesis of practice.

<p>Delivery</p> <p>Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 1000 hours of study (this may be adjusted), approximately broken down as follows:</p>
<p>Approx. 729 hours of online/onsite class work including rehearsals, independent research tasks and showings</p>
<p>Approx.280 hours of private study</p>
<p>Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.</p>

This is primarily a taught programme of study with much of the learning undertaking place in online/onsite class work, rehearsals and performance/ sharings of work. This level of direct teaching is essential in the process of investigating and staging classical texts which have value and meaning to the student. This is reflected in the balance of taught contact hours to private study time. Private study includes script reading, line learning and research activity.

It is through the detailed investigation of the text and character that the individual actor is able to create a sustained and believable performance. The methodology of rehearsal into showings of the work allows the individual to demonstrate their process in uncovering the nuances of the role and how best to deliver a performance of depth and breadth and be informed through detailed research. Discussions online and onsite during the rehearsal period between directors and actors reveals and demonstrates the level to which the individual student has considered the background and context of the work and shows how well they are able to critically engage with the piece in pursuit of the character.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

**80% Rehearsal and Performance/Sharing of each classical text studied
(tests all the learning outcomes)**

- Workshop Productions – 60% (Autumn/ Winter/ Spring Terms)
- Thesis Presentation – 10% (Summer Term)
- Shakespeare and Classical Text in Performance – 10% (Summer Term) 20% Assessed practical class work. (tests C1,2,3,4,5,6,7,8 of the subject specific learning outcomes)

Class Work – 20% (Autumn/ Winter/ Spring Terms)

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA804 – Movement and Physicality in Theatre

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). Students will work on a range of activities (online and in the studio) to develop the actor as a performer capable of bringing to life and inhabiting a physical character.

Work within this module (online and onsite) forms two distinct areas. Activities such as Pure and Applied Movement and Movement Awareness Methods work to develop a set of tools for releasing tension and habitual behaviour in the body, thus enabling the actor to make the connection between thought and physical action.

Freedom of movement and the development of specific physicality support the student in creating original characters. The physical theatre work, which may include elements of Lecoq clown, neutral mask and/or chorus work, looks to develop understanding of comedy, tragedy and drama as forms of performance. These aspects are related back to the work studied within the acting units to enable the student to release themselves from out of the head and into the body.

Secondly, the study of specific dance styles relates to the classical texts being investigated in the acting module. This work supports the historical, cultural and social development of characters within the text.

Within this module students develop skills in classes taken online and onsite that may include the following areas:

- Pure and Applied Movement developing specific and intimate knowledge of the individual body in any given situation
- Movement Awareness Methods
- Physical theatre
- Specific dance styles as they relate to the classical texts studied

Students should be prepared to be assessed on a live, digital or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 450 hours of study (this may be adjusted), approximately broken down as follows:

340 hours of online/onsite class work including rehearsals and showings

110 hours of private study

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery

This is primarily a taught programme of study with much of the learning undertaking place in online/onsite class work, rehearsals and performance/sharings of work. Outside of class and rehearsal time, students will continue to work on project work, using their own initiative to organise rehearsal times.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Practical	Workshop Productions	10%
Process	Class Work	90%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA805 - Voice, Speech, Song and Classical Text

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). This module runs concurrently with the Acting in Classical Theatre and Movement and Physicality in Theatre modules and serves a two-fold purpose.

Firstly, students will learn about their individual voice, vocal support and critical and creative engagement with verse and high prose, typical of the classical texts, enhancing both the technical and creative skills necessary to support the actor in the art form. Secondly, the module works in tandem with rehearsal and performance to further the individual's vocal engagement with the piece, through text and song, enabling him/her to deliver sustained and believable characters whose thoughts and intentions are drawn from the text.

The bullet points below are the key synopsis areas that will usually be covered in classes taken online and onsite:

- Training and techniques for building the individual's voice for stage work.
- Leading a safe vocal warm up.
- Exploration of language using a variety of texts to encourage the application of pure voice exercises
- Understanding form and a developing a personal and imaginative response to the text
- Creation of a personal vocal journal (both written and oral)
- Exploration of the structure of a range of classical texts – the verse line, rhythm, rhyme, rhetoric and imagery
- Voice and speech work
- The range of texts studied will usually include Shakespearean, Jacobean and Restoration. Texts will be carefully selected to reflect our commitment to a decolonised curriculum.
- Singing techniques and vocal support
- Singing styles and their historic importance within the field of study
- Practical vocal support for rehearsals and performance/sharing of work

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students should be prepared to be assessed on a live, digital, or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 350 hours of study (this may be adjusted), approximately broken down as follows:

260 hours of online/onsite class work including rehearsals and showings

90 hours of private study

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.
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This is primarily a taught programme of study (online and onsite) with much of the learning undertaking place in online/onsite class work, and through the rehearsal process. Practice-based class work develops the student's vocal instrument and skills to be able to produce and sustain a character through speech and song. This is reflected in the balance of taught contact hours to private study time.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)
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90% Assessed practical class work (tests all the learning outcomes)
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- | |
|--|
| <ul style="list-style-type: none"> • Class Work – 45% (Autumn/ Winter/ Spring Terms) • Workshop Productions – 45% (Autumn/ Winter/ Spring Terms) |
|--|

10% Performance (tests points C2,3,4,5,6 of the subject specific learning outcomes)
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- | |
|--|
| <ul style="list-style-type: none"> • Thesis Presentation – 5% (Summer Term) • Shakespeare and Classical Text in Performance – 5% (Summer Term) |
|--|

<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>

MA in Directing

The Actor's Toolkit – LAMDA819

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes Masters-level work as appropriate to the subject discipline. Classes taken online and onsite as part of this module may include the following:

- Character development and improvisation through interactive play, characteristics, physical and emotional temp, inner and outer tempo, action and objectives
- Text analysis
- Acting techniques
- Vocal anatomy and physiology
- Vocal exercises practised as a group or individually
- Vocal technique for singing
- Ensemble choral work
- Pure and applied movement
- Physical theatre
- Movement Awareness Methods
- Social dance
- The director in film
- Technical language of film
- The screenplay & genre
- Development of mis en scene
- Rehearsing and recording monologues, duologues or scenes
- Editing

This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the commencement of study. The content of the module may be delivered as follows:

- Tutor-led seminars (online and onsite) to develop in the student the necessary understanding of the actor's craft in order to equip them with the appropriate tools to assist him/her in the directing process for stage, film & audio work.
- Online/Onsite classes will include practical components to explore the work kinaesthetically
- Work is often repetitive in order to develop the director's observation
- Some work will occur out of class with scene partners (rehearsals may be digital)
- Practical work may be supported by hand-outs (Voice & Screen)
- Students may have an opportunity to work with an accompanist (choir)

- Acting exercises and group improvisation
- Planning rehearsal and shooting scripts
- Study of human behaviour patterns through observation of exercises (live and online)
- Observation of rehearsal techniques

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Delivery Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:</p>
200 hours of direct teaching (may be a blend of digital/on site contact)
100 hours of self-directed study
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Submission	Word count or equivalent	Percentage of assessment
Class work	Class work in four disciplines: i) Acting ii) Movement iii) Screen & Audio iv) Voice	Two grades in each discipline: Participation (50%) and Attainment (50%) leading to an overall grade in each discipline. All discipline marks are then weighted equally.
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

Although students work alongside the actors on the BA Acting, MA in Classical Acting and MFA Professional Acting, they are at no point involved in the marking of the work of these actors.

Assessment is made according to the University of Kent's assessment bands, and its available percentage grades. The criteria applied are as outlined in LAMDA's postgraduate assessment

form which identifies the competencies of student work according to the appropriate classifications.

All first marking is undertaken by the module tutor, and second marking is provided by either the Head of Department of the relevant discipline, or a staff tutor involved in delivering this module.

LAMDA820 The Director Prepares

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes Masters-level work as appropriate to the subject discipline.

Classes taken online and onsite as part of this module will help students develop:

- The ability to demonstrate critical thinking in play selection
- Their understanding of pre-production planning
- Their understanding of production roles
- Their understanding of the relationship between contextual research and creative interpretation
- The ability to produce a director's workbook
- Their understanding of the interpreting of conceptual thinking leading to initial design ideas

Activities delivered on the module (online/onsite) to achieve learning outcomes may include:

- Writing critiques of plays for literary managers
- Script evaluations for Artistic Directors
- Tutor led seminars
- Independent learning
- Assembling a Director's workbook
- Learning constructive dialogue: communicating ideas to collaborators
- Set designer led interrogation of student's interpretation

This project is designed to develop good working practices in the student and equip him/ her with the necessary skills for pre-production of a script. He/ she will learn how to plan and develop strategies to enable him/her to be flexible and adaptive in relation to the changeable nature of creative projects. This project replicates the practice of the profession and prepares the student for an aspect of the last module of the course (Directing 2).

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and

students' independent work. This module usually comprises of 200 hours of study (this may be adjusted), approximately broken down as follows:

15 hours of tutor led seminars (may be a blend of digital/on site contact)

3 hours of presentation

182 hours of self-directed learning

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	Word Count or Equivalent	Overall percentage of marks within the module grade
Workbook of visual materials and Script report	Wordcount not applicable due to the specific content of the Workbook	60%
Viva voce examination Script meeting Pitch	10 minutes (viva) 3-hour group meeting 20 min pitch	40%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA821Skills 1: Research and Presentation

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes Masters-level work as appropriate to the subject discipline. Classes taken online and onsite as part of this module may include the following foci:

- Tutor-led seminar to introduce best practice research methodologies as applicable to the discipline; to include citation and bibliographic referencing (may be an online component).
- Students identify a theatre company and an artistic practitioner (one from UK, one International) whose work they wish to study
- Focused research to enable the student to identify key artistic development within both the company and the practitioner to facilitate the preparation of 2 presentations
- Development of two presentations to disseminate core beliefs, skills, methodologies of their chosen subjects
- Public presentations to tutors and fellow directing students online or in onsite.

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study.

This module is designed to develop effective and detailed research practices within the student. The focus on Companies and Practitioners is aimed at broadening the awareness of the student to the wider world of theatre, methods of theatrical production, artistic direction, and practice. The presentation format seeks to develop communication skills in the student and help familiarise them with report writing and creating 'pitches'. Students will need to sift and select information and construct narratives in order to communicate their responses to those areas of investigation.

At the completion of the module the student will make a presentation to tutor and peers (online or onsite and within social distancing guidelines), based on their 'script', slides, and visual material. After the presentation the use of a bibliography and citation materials will be used to evaluate their research presentation and draw conclusions for future good practice.

This approach encourages students to develop confidence in communicating in a 'public' arena (final presentations) in order to be able to meet theatre practitioners and engage with industry professionals at a sophisticated level. As future directors, students will often have to 'pitch' ideas to potential employers and collaborators. The ability to do this succinctly and interestingly is a key element in beginning the long-term artistic conversations that are likely to aid the career of a director. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines.

The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:

15 hours of tutor led seminars (may be a blend of digital/on site contact)

135 hours of self-directed study

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	Word Count or Equivalent	Overall percentage of marks within the module grade
Research presentations x 2	40 minutes each	60%
Viva voce examination x 2	10 minutes each	40%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA809 Skills 2 The Assistant Director

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes Masters-level work as appropriate to the subject discipline.

Classes taken online and onsite as part of this module may include the following foci:

- Students are attached to three or four public productions/ sharings of work one of which may be a short film
- Production of contextual research material
- Professional observation of rehearsal process (replicating a practice as found in industry)
- Assisting the director with rehearsal process as appropriate
- Applying appropriate acting techniques through the use of observation and reflective practice
- Tutor-led seminars to examine on-going observation and sharing of practice
- Student reflective diary (tutors may specify that this take the form of a digital workbook)

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study.

This module is usually spread across two terms with the student completing one or two attachments to public production (including one film) in each term. Guided by the students interests and experience, the course tutor chooses which productions they work on from the range of plays and short films being produced as part of the public repertoires and in the training of the actors in camera. Alternatively, students can elect to attend rehearsals at a professional theatre should such an opportunity occur (this will be subject to tutor approval and health and safety guidelines relating to Covid-19 for 2020/21.) The intention is to allow the student director to gain experience gradually and, as their professional awareness and competence develops, to take a more active role in supporting the work of the director of a production.

Visiting and 'in-house' directors are briefed by the course tutor prior to the commencement of each placement as to what to expect from their assistant directors and what they may ask them to do in order to facilitate their growth. For example: during the first attachment (this may be a blend of online/onsite delivery) the expectation is that the role will be one of observation and critical engagement with the artistic process used by the director and a reflection on the impact of the various rehearsal techniques employed. By the time the student is working on his/her fourth placement it is expected that students will be working with a deeper level of understanding and technical ability and taking a greater level of responsibility; to be able to reflect on the choices being made and offer workable alternative ideas if appropriate.

Each engagement with a director will call for different working methods and for the student director to adapt to the stylistic requirements of the production (both online/onsite). Students will

need to develop proactive working practices and, as part of this process, are required to make 'first contact' with their respective director.

As part of the on-going critical engagement throughout these placements, student directors will have bi-weekly tutor-led seminars or tutorials to discuss and reflect on their observations. They will be asked to keep a production log in which to capture key observations of process and at the end of the module use these reflections to write 2000 word submission that represents the observations of what has been learned across the four placements.

At the end of each placement the director will be asked to hold a de-briefing session (this may be online) with their assistant to discuss their experience and offer suggestions for future growth and practice.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Delivery Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:</p>
20 hours of tutor led seminars (may be a blend of digital/on site contact)
280 hours of rehearsal attendance across three or four productions in the term (may be a blend of digital/on site contact)
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Submission	Word count or equivalent	Percentage of assessment
Essay or video evaluation	2000 words or 20 mins	50%
Tutorial contributions	On-going critical evaluations of the work observed. Students keep a module log, which forms the basis for their tutorials.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

All first marking is undertaken by the Head of Course, and second marking is provided by either the Head of Department of the relevant discipline, or a staff tutor involved in delivering this module. First and second marking procedures follow the regulations as set out by the University of Kent.

LAMDA810 Skills 3 - The Director and the Script

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery).

Classes taken online and onsite as part of this module may include the following foci:

- The role of the literary manager and dramaturge
- The process of script writing
- The use and purpose of dramaturgy in the creation of new work
- Exercises on writing the short play or screenplay
- Exercises to enable the student to take on the roles of writer, dramaturge, and director
- Developing strategies to help writers develop plays

The content of this module may be delivered via the following indicative activities:

- External specialist led seminars (online/onsite)
- Practical exercises to explore the different roles of writer, dramaturge and director in the creation of new writing
- Dramaturgical exploration of script
- Re-writing the script
- First read-through experiences

This overview is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 100 hours of study (this may be adjusted), approximately broken down as follows:

12 hours of external specialist led seminars (may be a blend of digital/on site contact)

80 hours of self-directed learning (may be a blend of digital/on site contact)

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	Word Count or Equivalent	Overall percentage of marks within the module grade
Writing of a short play/ scene	1500 words	0%
Re-finishing of the play through the dramaturgical process	1500 words	50%
Critical assessment of the creative process	500 words	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMDA811 Directing 1 Directing Devised Projects

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery). Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes M-level work as appropriate to the subject discipline.

Classes taken online and onsite as part of this module may include the following foci:

- Identifying the theatrical idea
- Writing, co-writing and staging or filming the material through interpretative response
- Creation of original material
- Development of form and content
- Presenting the production through online platforms

The content of this module may be delivered via the following indicative activities:

- Tutor observation of development process, rehearsal & performance (online and onsite)
- Online and onsite Casting and creation of the company
- Finding and developing theactable idea from the abstract suggestion
- Online and onsite Rehearsal and devising process
- Creating the 'script'
- Creating the environment in found spaces
- Performance sharing online
- Reflection on work

Building on skills acquired in the previous module, LAMDA811 (D06) focuses on the development of an original piece of theatre of approximately 20 minutes duration through the establishment of a collaborative environment and without a pre-existing text. Students will usually have opportunities to cast a small group of actors (subject to Covid-19 guidelines) and through collaborative working methods; apply their acquired directing skills in the production of this work (onsite and online). Students will draw on various acting techniques throughout the process. Students will run their own digital/onsite rehearsal rooms and take responsibility for their own artistic process. They are required to work at a high level in terms of reflective practice; analysing the work moment by moment, deciding on how best to develop it and lead it to a point of sharing with their peers.

At the completion of this module students will have demonstrated their ability to plan and implement a small-scale production process, cast a group of actors, work co-operatively and to deliver a piece of work on a given date.

The student's artistic and critical judgement will be tested in the creative approach and ability to adapt to the offers made by the actors in the development of the piece. His/ her ability to reflect on the process, leadership and appropriate use of rehearsal techniques will be observed by the course tutor and form part of the assessment.

This overview is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:

50 hours of self-directed learning

10 hours of project planning

10 hours auditioning, recalls and casting workshops or discussion with potential collaborators

80 hours of devising, development, rehearsal, technical staging and performance on an online platform

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	Word Count or Equivalent	Overall percentage of marks within the module grade
EITHER: Written submission	2000 words	100%
OR: Video evaluation	20 minutes	100%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA812 Directing 2 Directing the Production

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes Masters-level work as appropriate to the subject discipline. Classes and activities taken online and onsite as part of this module may include the following foci:

- Selecting a play according to resources and venue
- Forming a creative team
- Strategic use of production meetings to assist planning
- Running the rehearsal room
- Working with actors
- Working with technical and stage management support
- Staging the play
- Transition from rehearsal to performance
- Observation of rehearsal, technical rehearsal, dress rehearsal and performance / sharing of work
- Reflecting on processes to develop the work

The content of this module may be delivered as follows:

- Tutor observation of processes
- Self-directed learning
- Production script preparation
- Casting and engagement with artistic team
- Individual directors prepare their own workbook
- Student director-led rehearsal, technical and performance of a play (on-site or online)
- Rehearsal room management
- On-going production management
- Working with creative teams
- Developing industry connections
- Production log and reflective essay
- Tutor observed rehearsal, technical period, dress rehearsal and performances
- Individual mentoring
- Post-production debrief with course leader

This module serves as the major summative element of the course and can as such be regarded as the creative equivalent to a dissertation. It builds on the previous module (D06, Directing 1)

and enables the student to further develop and deepen his/ her practice by incorporating the knowledge gained through the experience of directing a devised project.

The module aims to replicate the process of professional production in the industry starting, as it does, with the selection of a suitable play on which to work within the given constraints of cast size, budget and venue.

Under the guidance of the course tutor and with significant input from tutors or freelance professionals representing the technical provisions of production management, lighting and sound departments the student director takes responsibility for the delivery of this production. As part of the process he/ she will work with theatre professionals including Lighting and Sound designers.

The work is usually spread across two terms, beginning at the start of the summer term and concludes in mid-September. This enables the student to select a suitable play, secure the rights and then commence the planning process. There follows a period of developing the production concept, casting producing the production script, design and planning for all other aspects of the production. Rehearsals are scheduled as per industry conditions. In addition, production work will take place in the evenings and weekends as required; this is reflected in the high number of pre-production and rehearsal/performance hours. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery of the activities listed above.

Throughout this process, students will be mentored by the course leader and will be required to keep a detailed work book which will capture the initial processes and developing techniques that the director brings to bear on the work of realising the play. These productions are fully supported, technically, and serve as an opportunity for the student to introduce himself/ herself to the profession. In 2020/21 this will be subject to Covid-19 restrictions and guidelines to assure the safety of delivery. At the completion of this module a student will have demonstrated the synthesis of all elements of his/her training.

This overview is indicative; the specific practitioners, activities, modes of delivery, skills and techniques covered will be outlined at the commencement of study. The majority of activities outlined above may involve online delivery. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 600 hours of study (this may be adjusted), approximately broken down as follows:

160 hours pre-production

240 hours of rehearsal/performance & production work

100 hours of reflective practice

60 hours of tutor input/mentoring (course leader, technical director of performance space, sound and lighting specialists, designer)

40 hours of post-production work

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Submission	Word count or equivalent	Percentage of assessment
Staged production	n/a	75%
EITHER: Reflective essay OR: Video evaluation	3000 words 30 minutes	25%

Please note: The assessment for this module consists of two elements: the marking of the production and the submission of a reflective essay (3000 words or a 30 minute video evaluation) in which the student reflects on aspects of the production, from working with actors in the realisation of the play to aesthetic responses and decision making with the designer and artistic team in relation to space and the emerging production.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

MFA Professional Acting

Stage 1

LAMVOC7 Voice

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). The module content consists of working on a range of classical and contemporary texts in order to develop the students' understanding of voice-specific techniques (online and onsite). This includes understanding the structure and function of the voice, strategies to develop vocal technique and its maintenance, and learning to apply such skill and knowledge within the safety of the digital and physical ensemble environment. Students also work on generic techniques for learning.

The bullet points below are the key synopsis areas that will usually be covered in classes taken online and onsite:

- Pure voice
- Applied voice
- Individual voice
- Voice systems

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery.

Students should be prepared to be assessed on a live, digital, or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 231.5 hours of study (this may be adjusted), approximately broken down as follows:

200 hours of online/onsite class work including rehearsals and showings

31.5 hours of private study

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

All vocal work may be delivered through a mixture of formats. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance/ sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMACT7 Acting

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). The curriculum of this module consists of structured sequences of classes and workshops in which students develop and begin to apply the skills required to approach text and build a character across a range of styles, periods and genres (this may be a mix of online and in-person delivery).

As an indicative overview:

Students explore approaches to acting through reflective practice and techniques which may include Laban and engage with a psycho-physical exploration of acting work through different practitioners. Contemporary scene study work in the first term leads to fuller workshops based upon classical and 20th century European texts. This overview is indicative; the specific practitioners, modes of delivery, skills and techniques, and performance opportunities made available will be outlined at the commencement of study. Workshop performances are not open to the public, but offer showings within the Academy only, enabling students to gain practical experience as performers (subject to government guidance and health and safety restrictions). All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 595 hours of study (this may be adjusted), approximately broken down as follows:

Craft of Acting 90
Acting as practice 40
Contemporary Scene Work 40
Psychology of Acting: 40
Improvisation 50
Psycho-physical 40
Classical 120
European Naturalism 90
Independent Study Hours 55
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

All acting work may be delivered through a mixture of formats. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need

arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance/ sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMMOV7 Movement

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). (online and onsite). As an indicative overview:

The classes in this module combine to deliver a body of interrelated specialist skills and knowledge. Students are introduced to a range of disciplines and techniques for the physicalisation of character, which will enable them to integrate perceptible physical life in support of their characterisations. To achieve this, students are guided towards the development of physical strength, stamina and muscle memory. Students may also study a range of pure and applied movement styles which, together with physical theatre and a number of dance disciplines, develops personal coordination and articulation, both as individuals as well as part of the ensemble (this may be a mix of online and in-person delivery).

Students may explore topics such as

- Pure Movement
- Movement Awareness methods
- Social Dance
- Mask
- Movement Theatre

This list is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 340 hours of study (this may be adjusted), approximately broken down as follows:

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Movement Awareness Methods 1 23.3
Auto Cours 133.3
Ballroom Dance (or equivalent specialist dance topic) 23.3
Bouffon 23.3
Movement Awareness Methods 2 23.3
Social Dance 23.3
Mask 23.3

Movement Theatre 23.3
World Dance (limited opportunity for Show Dance may be provided) 23.3
Independent Study Hours 41.5
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

All movement work may be delivered through a mixture of formats. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance/ sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMMUS7 Music

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). As an indicative overview:

The present module develops singing technique as applied to Acting. Students explore a range of material from different musical periods in order to develop an understanding of key aspects of singing technique, and its application in different stylistic contexts (this may be online/onsite as required). The curriculum introduces students to a varied repertoire which may include topics such as solo and ensemble as well as technical exercises, score reading skills, and warm-ups, designed to enable students to apply independent learning. The curriculum consists of the following classes:

- Individual Singing Technique
- Group singing and musical style

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 121.5 hours of study (this may be adjusted), approximately broken down as follows:

Individual Singing Technique 38.3
Choir and Musicianship 38.3
Individual Coaching 23.3
Independent Study Hours 21.5
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

All music work may be delivered through a mixture of formats. Students work with tutors in sessions that are based on the specific requirements of learning to sing and developing one's

musicianship. This may include group and one-to-one sessions (online and onsite), that explore group and solo singing in order to develop both the skills and the confidence to sing in public.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance/ sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMSNA7 Screen and Audio 1

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). As an indicative overview:

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 (this may be delivered online). There will also be opportunities for 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 opportunities which may include the filming, editing and reviewing of each student's screen performance by peers, tutors and external professionals (this will be subject to health and safety/social distancing guidelines). The curriculum of the sessions is focused on topics which may include non-verbal storytelling, modulating levels of attention according to the placement of the camera, and recording techniques using mono and stereo microphones. Classes and workshops offer:

- Introduction to Screen
- Audio

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 131.5 hours of study (this may be adjusted), approximately broken down as follows:

Introduction to Screen 75

Audio 25

Independent Study Hours 31.5

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students may work in small groups in tutor-led sessions (online or onsite) which 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.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance/ sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMPJT7 Advanced Skills for Acting

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). As an indicative overview:

There are two main taught strands to this module, drawn together by the creation of a reflective journal (this may be submitted as a digital workbook in 2020/21), and all aspects of it build towards developing the creative and reflective actor-practitioner. The first strand is a New Writing project in which students work in groups with a writer and director on the development of new pieces, focusing on the role of the actor in the dramaturgical process (classes and sharing of work may be a blend of onsite and online delivery). Secondly, Process of the Artist classes enable students to further their skills and understanding through processes of self-reflection. Students begin to analyse their own progress and attainment to date and reflect in a structured way upon their knowledge, talent, strengths and skills. This will enable them to identify further areas for exploration in the following year. This lays a foundation of experience and understanding not only for developing the Devised Project in year two, but also for their continuing professional development.

It will be a requirement of the course for students to keep a reflective journal (presented as a digital workbook) which will capture the evolving process students are crafting in synthesis with all aspects of the course to organise their artistic work in the creation of a character. The reflective journal will be introduced at the start of the first term, and students will be required to keep updating it, as guided by staff, as the year progresses. Students' reflections on the New Writing project will form a key part of the material going into the journal and should be informed by the topics covered within the Process of the Artist. Students will be required to demonstrate their understanding of the link between the various theories and methodologies introduced and their own practice; documenting and reflecting upon their creative experiences throughout all the major projects they undertake in their first year.

The Journal will be reviewed by staff at the end of each term and inform formative assessments given by course tutors to each student. At the end of the students' first year the Journal will be then summatively assessed. However, students will be required to continue their reflective practice, maintaining their Journal (online as a digital workbook) throughout the following second year. During this stage of the course the Journal will be instrumental to all students in the creation of the Final Devised Project. It is during the articulation of their process through the Journal, that students will learn to recognise their own unique voice as an artist in keeping with the bespoke nature of the training at LAMDA.

Within the New Writing project, students will work in groups as described above. The project will conclude with a structured group discussion, led by staff, to evaluate the quality of the material generated, the strengths or weaknesses of the working methods deployed, and the lessons learned from the project. Delivery of the Process of the Artist strand may be online and in a seminar-style.

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

<p>Delivery</p> <p>Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 120 hours of study (this may be adjusted), approximately broken down as follows:</p>
New writing 90
Process of the artist 10
Independent Study Hours 20
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Journal (Digital Workbook)	Overall percentage of marks within the module grade
Journal (Digital Workbook)	<p>This module will be assessed through an evaluation of each student's reflective journal which will ordinarily take the form of a digital workbook.</p> <p>Journals will be reviewed in tutorials periodically throughout the year, but a final mark will not be assigned until the end of the first academic year. There is no set form, style or word limit for journal entries, but the material submitted will be assessed for evidence of critical engagement with the teaching inputs received during the year, from all departments, and for evidence of reflection, analysis and personal development.</p>	100%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

Stage 2

LAMASP7 Advanced Skills for Performance

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). (online and onsite). As an indicative overview:

The curriculum of this module consists of classes and workshops in which students apply the skills required to approach character work across a range of styles, periods and genres (this may be a blend of onsite and online delivery). Group Improvisation builds on the subject-specific skills acquired during your 1st Year.

The curriculum may consist of the following classes:

- Acting as Craft
- Voice
- Movement
- Music

All acting work is usually delivered through group sessions (both online and onsite as required), as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting on which the learning and teaching are based. In addition to above, the curriculum for this module may also cover the following:

- Tutor-led seminar to introduce best practice research methodologies as applicable to the discipline; to include citation and bibliographic referencing (this strand is likely to be an online form of delivery).
- Public presentation/sharing of work to tutors and the student community as health and safety guidelines/audience capacity restrictions allow.

The MFA Professional Acting is a course in which the analytical skills gained through academic study prepare students for a variety of tasks essential to developing as an actor. The student draws upon their experience of the preceding modules in their 1st year and, under the guidance of a mentor/ tutor, presents course work that demonstrates his/ her understanding of industry practices. Process of the artist classes enables students to further their skills and understanding by means of self-reflective processes.

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 169.2 hours of study (this may be adjusted), approximately broken down as follows:

Acting as Craft 65

Voice 35

Movement 35

Music 15

Independent Study Hours 19.2

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance / sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

LAMSNA27 Screen and Audio 2

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). As an indicative overview:

The module builds on the subject-specific screen & audio training from the first year. The curriculum for the final year is concerned with the application of these skills, and the preparation of the students for employment.

Students participate in classes (these may be both online and onsite) upon which they can draw during the Devised Project, including the use of multiple technologies, creation and critical reviewing of an audio performance, and the preparation and recording of a voice reel.

There may also be opportunities to cover topics such as: audition practice sessions, self-taping workshops, casting sessions (usually up to 2), refresher Meisner classes and an introduction to video game voice performance sessions. The precise opportunities available will be clarified at the outset of the module delivery. The centre of the module is the production of short films, usually featuring small ensemble casts, all professionally written, shot and edited. The cast size and composition, and production of films will be subject to health and safety guidelines relating to Covid-19. The module concludes with timetabled 'industry sessions', including presentations and seminars by external professional practitioners (these may be a blend of onsite/online delivery).

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 270 hours of study (this may be adjusted), approximately broken down as follows:

Make your own film 60

Two casting session tapes 20

One voice reel 20

One radio play 30

One graduation film 90

Independent Study Hours 31.5

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance / sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMPER17 Public Performance 1: Shakespeare in Schools

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite).

The curriculum of this module consists of rehearsals and performances in which students learn the application of acting skills, knowledge and understanding to the processes leading to, and including, public performances/sharing of work. This module is the first in which students offer performance work to audiences outside the Academy (this may be a mix of online and in-person delivery). For example, a series of performances either at venues accessible to selected schools, colleges or youth arts organisations or made available to them online will precede limited public performances in one of LAMDA's theatre spaces (subject to government guidance and health and safety restrictions).

The exact breakdown of this delivery will be subject to health and safety guidelines related to covid-19. Students should expect to be assessed on a mix of live, digital, or blended performance work to engage with outside audiences safely and all live performance/sharing of work will strictly following revised audience capacity guidelines.

As an indicative overview:

There may be approximately a four-week period of rehearsals, followed by up to a week of digital/socially distanced performances and sharing of work to selected audiences. This is exposing students to the circumstances of working professionally as actors in a variety of online/live spaces, with a variety of digital/live audiences and with varying levels of technical/stage management back-up. Productions will be directed by either a member of staff of the Academy, or an outside director familiar with the Academy's working and assessment practices.

This overview is indicative; the specific practitioners, modes of delivery, skills and techniques, and performance opportunities made available will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Delivery</p> <p>Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 160 hours of study (this may be adjusted), approximately broken down as follows:</p>
<p>150 hours of online/onsite class work including rehearsals and showings</p>
<p>10 hours of private study</p>
<p>Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.</p>

All acting work may be delivered through a mixture of formats. This may include group and one-to-one sessions (online and onsite), as ensemble-based learning and teaching is central to the development of acting skills generally, as is the need to work individually with a tutor, if the need arises. If working as part of a group, students are still expected to make individual contributions to the sessions, when required.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance/ sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMPER27 Public Performance 2-4

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). As an indicative overview:

The module contains the teaching of a variety of skills as applied to the act of performance on stage. It includes the developing of strategies and technical discipline, designed to enable performers to pace themselves during an extended period of rehearsals and public performances/ sharing of work, whilst confidently expressing the emotional and intellectual demands of the character and situation (this may delivered via online and onsite sessions).

The module in 2020/21 may have some opportunities for exposure to industry professionals but the scale and delivery of any industry liaison activities will be subject to health and safety guidelines and confirmed at the outset of the module (activities will likely be a blend of onsite/online output). Students should NOT expect the conventional onsite showings at London Theatres in 2020/21 to run as part of the industry activity attached to the module. Instead, as part of LAMDA's learning enhancement, limited opportunities that may include activity such as professional preparation meetings with agents, casting directors and others (online/onsite) may be arranged at the discretion of the Module Tutor and LAMDA's Director to help students prepare for entry to the industry and sustaining a career within it.

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery. Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Given the nature of vocational training, students may receive offers of professional engagements prior to graduation. In exceptional circumstances, and only if such an offer can be deemed to represent a career-defining opportunity, LAMDA's Director may agree for a student to accept such work in place of in-house productions scheduled for summer term. The Director would need to be satisfied that such work-based learning and assessment in a professional theatre or other performance medium would enable the student to meet the module's learning outcomes, and be capable of being assessed as per the programme specifications.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 650 hours of study (this may be adjusted), approximately broken down as follows:

Rehearsals 500

Performances/ sharing of work 100
Independent Study Hours 50
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)		
Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance / sharing of work	Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated	50%
Process	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.	50%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMPJT27 Devised Project: The Art of Collaboration

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning') (online and onsite). As an indicative overview:

This module will allow students to define, develop and undertake a final Devised Project (which may be a blend of online/onsite delivery and final output). The techniques, skills and experiences acquired in the previous modules will form the basis for the creation and performance of an original piece of theatre. Students will be put into project groups and each group will devise a piece of original theatre collaboratively. Students will be expected to research continuously (both academically and practically), critique and reflect upon the work being created. This component of the module will be assessed through either (a) a written submission OR (b) an edited video evaluation taken throughout the production process. Both forms of submission will also be followed by an individual viva voce examination, of 10-15 minutes. The scope of the project is decided in consultation with the module tutor. The curriculum for this module covers the following foci:

- Identifying the theatrical idea
- Devising the material through interpretative response
- Creation of original material (live/digital as required)
- Development of form and content
- Presenting the production / sharing the output

Building on skills acquired in the previous module, the Devised Project focuses on the development of an original piece of theatre through the establishment of a collaborative environment and without a pre-existing text.

Students will usually have an opportunity to cast a small group of actors and through collaborative working methods; apply their acquired skills knowledge in the development and presentation of this work (rehearsals may be online/onsite). Students will draw on various acting techniques throughout the process. Students will run their own digital/live rehearsal rooms and take responsibility for their own artistic process. They will be required to work at a high level in terms of reflective practice; analysing the work moment by moment, deciding on how best to develop it and lead it to a point of sharing with their peers. At the completion of this module students will have demonstrated their ability to plan and implement a small-scale production process, cast a group of actors, work co-operatively and to deliver a piece of work on a given date.

This outline is indicative; topics are subject to government guidance and health and safety restrictions. All subject areas may be covered via blended learning incorporating both online and onsite delivery. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery. Students should expect to be assessed on a mix of live, digital, or blended performance/sharing of work and all live performance/sharing of work will strictly following revised audience capacity guidelines.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a

specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 240 hours of study (this may be adjusted), approximately broken down as follows:

Rehearsals and Performances/ sharing of work 200

Independent Study Hours 40

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	100% Assessed practical class work	Overall percentage of marks within the module grade
Performance / sharing of work	Final Performance / sharing	25%
Written Submission or Edited Video Project	a) A written submission of 2000 words or b) An edited video evaluation taken throughout the production process of 20 minutes	50%
Viva	All students will be required to take part on an individual basis in a 10-15 minute viva voce, conducted by two senior members of staff.	25%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

Stand Alone Semester Modules

LAMDA816 Voice

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). This may translate to approximately 25% online delivery for this module. The present module is part of a group of four individual modules, delivered concurrently (this may be via a mix of online and onsite sessions). Taken together, these four modules represent an overall value of 60 credits.

The other modules are:

- LAMDA SEMESTER MODULE- MOVEMENT
- LAMDA SEMESTER MODULE- MUSIC
- LAMDA SEMESTER MODULE- ACTING

The curriculum is aimed at students whose skills are compatible with someone who has successfully completed the first year of undergraduate training in a Higher Education Institution. The difference in credit weighting between the four modules is indicative of the difference in online and/or onsite class/ workshop time spent per discipline.

The combining of four modules focusing on Acting, Movement, Music and Voice enables the student to benefit from the skill-specific classes that form each module, thereby refining technical knowledge, skills and understanding, whilst also benefitting from the practical opportunity to apply these in ensemble work (both live and where necessary, digital) within the year group.

Taken collectively, the above group of modules is aimed at improving a student's skills by developing the whole Actor through working on four disciplines as represented by LAMDA's four departments, Acting, Movement, Music and Voice.

The content of the curriculum may be delivered by a combination of blended learning classes and individual feedback within the module group. There are no formally staged performances open to the public. Students should be prepared to be assessed on a live, digital, or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

The bullet points below are the key synopsis areas that will usually be covered in classes taken online and onsite:

- Pure and Applied Voice.
- Physical Alignment (centering and releasing tension),
- Breathing (capacity, control, breath-recovery, support, flexibility),
- Phonation (resonance, range and focus),
- Speech (articulation, muscularity and clarity).

The texts used are usually rooted in Shakespearean and Jacobean plays, focussing on rhythm, imaginative connection to imagery and the sounds of language, and rhetorical devices. Texts will be carefully selected to reflect our commitment to a decolonised curriculum. This list is indicative; the specific practitioners, modes of delivery, and techniques covered will be outlined at the

commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 100 hours of study (this may be adjusted), approximately broken down as follows:

32 - 42 hours of online/onsite taught sessions (variation will depend on cohort sizes)

58-68 hours of self-directed learning (variation will depend on cohort sizes)

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments

(performances/sharing, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class/Activity	Individual development of (process)	Individual attainment	Overall percentage of marks within the module grade
Pure Voice	25%	25%	50%
Applied Voice	25%	25%	50%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA813 Music

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). This may translate to 100% online delivery for this module as all learning outcomes may be met via remote delivery. The present module is part of a group of four individual modules, delivered concurrently (this may be via a mix of online and onsite sessions). Taken together, these four modules represent an overall value of 60 credits.

The other modules are:

- LAMDA SEMESTER MODULE- MOVEMENT
- LAMDA SEMESTER MODULE- ACTING
- LAMDA SEMESTER MODULE- VOICE

The curriculum is aimed at students whose skills are compatible with someone who has successfully completed the first year of undergraduate training in a Higher Education Institution. The difference in credit weighting between the four modules is indicative of the difference in online and/or onsite class/ workshop time spent per discipline.

The combining of four modules focusing on Acting, Movement, Music and Voice enables the student to benefit from the skill-specific classes that form each module, thereby refining technical knowledge, skills and understanding, whilst also benefitting from the practical opportunity to apply these in ensemble work (both live and where necessary, digital) within the year group.

Taken collectively, the above group of modules is aimed at improving a student's skills by developing the whole Actor through working on four disciplines as represented by LAMDA's four departments, Acting, Movement, Music and Voice.

The content of the curriculum may be delivered by a combination of blended learning classes and individual feedback within the module group. There are no formally staged performances open to the public. Students should be prepared to be assessed on a live, digital, or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery (up to 100% online for this module).

The bullet points below are the key synopsis areas that will usually be covered in classes taken online and onsite:

- Technique, Repertoire & General Musicianship
- Basic vocal warm-up
- Exercises practised as a group or individually which progress through natural breathing, support, resonance, freedom, pitch and intention.
- Classes will have practical elements to explore the work physically and vocally
- Students receive a verbal briefing, identifying aims and objectives, before commencing the warmup for each class
- Tutors lead group vocal exercises and individual guidance is given to students as appropriate
- Students may have opportunities to work with an accompanist who is the tutor
- Recordings of the vocal line and/or accompaniment of the pieces studied are provided by the tutor

The module content aids the understanding of basic physiology and the way the singing voice works through appropriate exercises. Appropriate songs relating to the Acting and musical Storytelling are used to develop confidence.

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

<p>Delivery Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 50 hours of study (this may be adjusted), approximately broken down as follows:</p>
15 -18 hours of online/onsite taught sessions (variation will depend on cohort sizes)
32- 25 hours of independent study (variation will depend on cohort sizes)
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Assessments (performances/sharing, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)</p>		
Class/Activity	100% Assessed Coursework	Overall percentage of marks within the module grade
Process	Individual development of technical skills in classes.	75%
Attainment	Individual attainment in working effectively with music notation.	25%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>		

LAMDA815 Acting

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). This may translate to approximately 20% online delivery for this module as all learning outcomes may be met via remote delivery. The present module is part of a group of four individual modules, delivered concurrently (this may be via a mix of online and onsite sessions). Taken together, these four modules represent an overall value of 60 credits.

The other modules are:

- LAMDA SEMESTER MODULE- MOVEMENT
- LAMDA SEMESTER MODULE- MUSIC
- LAMDA SEMESTER MODULE- VOICE

The curriculum is aimed at students whose skills are compatible with someone who has successfully completed the first year of undergraduate training in a Higher Education Institution. The difference in credit weighting between the four modules is indicative of the difference in online and/or onsite class/ workshop time spent per discipline.

The combining of four modules focusing on Acting, Movement, Music and Voice enables the student to benefit from the skill-specific classes that form each module, thereby refining technical knowledge, skills and understanding, whilst also benefitting from the practical opportunity to apply these in ensemble work (both live and where necessary, digital) within the year group.

Taken collectively, the above group of modules is aimed at improving a student's skills by developing the whole Actor through working on four disciplines as represented by LAMDA's four departments, Acting, Movement, Music and Voice.

The content of the curriculum may be delivered by a combination of blended learning classes and individual feedback within the module group. There are no formally staged performances open to the public. Students should be prepared to be assessed on a live, digital, or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery (approximately 20% online for this module).

The bullet points below are the key synopsis areas that will usually be covered in classes taken online and onsite:

- Applied Acting
- Text
- Scene Study Workshop Rehearsals

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study.

Applied Acting

In this class, students explore various approaches to acting, to develop freedom and imagination in characterisation working through exercises and then applying these to speeches and short scene work. The class may integrate topics such as Improvisation and core Stanislavskian principles to encourage students to find flexible ways in approaching a role.

Text

In text classes students study the analysis of play texts (classical) related to transfer from “Page to Stage”. Students will work to develop an awareness of how the form can influence and guide the actor to an understanding of objectives, action and activities and superobjectives for a character. They will also develop awareness of characteristics, relationship, story-telling and narrative structure and the importance of operative words and phrases.

Scene Study Workshop Rehearsals

In these rehearsals, students work on a selection of material. This may include texts drawn from Shakespeare’s Romances, Histories, Comedies and Tragedies, and English Comedies of Manners. The first project of the semester focuses on working with verse and bringing the text to life. The scenes studied take the form of rehearsals, leading to workshop style showings of the work in progress. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students’ independent work. This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

225-228 hours of online/onsite taught sessions (variation will depend on cohort sizes)

69-75 hours of independent study (variation will depend on cohort sizes)

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments

(performances/sharing, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Process	Attainment	Overall percentage of class marks within the module grade
Applied Acting	12.5%	12.5%	25%
Text	12.5%	12.5%	25%
Scene Study Workshop Rehearsal	25%	25%	50%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

LAMDA814 Movement

A synopsis of the curriculum

Some aspects may be delivered via digital tutorials and online workshops ('blended learning'). This may translate to approximately 40% online delivery for this module as all learning outcomes may be met via remote delivery. The present module is part of a group of four individual modules, delivered concurrently (this may be via a mix of online and onsite sessions). Taken together, these four modules represent an overall value of 60 credits.

The other modules are:

- LAMDA SEMESTER MODULE- ACTING
- LAMDA SEMESTER MODULE- MUSIC
- LAMDA SEMESTER MODULE- VOICE

The curriculum is aimed at students whose skills are compatible with someone who has successfully completed the first year of undergraduate training in a Higher Education Institution. The difference in credit weighting between the four modules is indicative of the difference in online and/or onsite class/ workshop time spent per discipline.

The combining of four modules focusing on Acting, Movement, Music and Voice enables the student to benefit from the skill-specific classes that form each module, thereby refining technical knowledge, skills and understanding, whilst also benefitting from the practical opportunity to apply these in ensemble work (both live and where necessary, digital) within the year group.

Taken collectively, the above group of modules is aimed at improving a student's skills by developing the whole Actor through working on four disciplines as represented by LAMDA's four departments, Acting, Movement, Music and Voice.

The content of the curriculum may be delivered by a combination of blended learning classes and individual feedback within the module group. There are no formally staged performances open to the public. Students should be prepared to be assessed on a live, digital, or blended presentation following revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery (approximately 40% online for this module).

The bullet points below are the key synopsis areas that will usually be covered in classes taken online and onsite:

- Movement Theatre/Clown
- Pure Movement
- Movement Awareness Methods

Movement Theatre/Clown

Guiding actors to discover their individual qualities in movement and improvisation and strengthening those qualities with physical training whilst pushing students beyond their comfort zone. Encouraging students to explore contrasting qualities, thereby gaining a wide range of material that they can later apply. Giving the student actor a set of tools for releasing tension, enabling the actor to make the connection between thought and physical action.

Pure Movement and Movement Awareness Methods

Classes promote co-ordination and fluidity in movement. Students will engage in activity which promotes efficient breathing and movement patterns.

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

<p>Delivery Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite delivery, online delivery and students' independent work. This module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:</p>
54-61 hours of online/onsite taught sessions (variation will depend on cohort sizes)
88-90 hours of independent study (variation will depend on cohort sizes)
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

<p>Assessments (performances/sharing, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)</p>			
Class	Process	Attainment	Overall percentage of class marks within the module grade
Movement Theatre/ Clown	20%	20%	40%
Pure Movement	20%	20%	40%
Movement Awareness Technique	10%	10%	20%
<p>Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 Alternative Assessment Strategy 2020.</p>			

Shakespeare Summer School Modules

LAMDA817 Shakespeare Summer School - Workshop Performances

A synopsis of the curriculum

Scene Study Workshop Rehearsals (may be both online/onsite sessions)

In these rehearsals, students work on a selection of material drawn from Shakespeare's Romances, Histories, Comedies and Tragedies, and English Comedies of Manners. The overall focus is on working with verse and prose, bringing the text to life. Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The scenes studied take the form of rehearsals, leading to workshop style showings of the work completed at the end of the module. Workshops may be taught in groups, usually of up to 15 students each. The showings are closed to the public. They may be open to all students and staff involved in taking and delivering this module if health and safety guidelines relating to Covid-19 allow for this capacity. All skills work is delivered through group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching of the module are based on.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. All performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

To enable students to develop a sense of place and context, opportunities will be provided for contextual enrichment activities (these activities may be online, at external sites and onsite). This may include activities such as: online/onsite talks or workshops, site visits to historic locations (health and safety restrictions permitting, screenings/attendance at professional productions of plays relevant to the scenic material studied in this module (this is also subject to health and safety guidelines relating to Covid-19).

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered, and enrichment opportunities will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This

module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:

Shakespeare workshops: 48h

Jacobean workshops: 45h

Independent Study Hours: 57h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Process	Attainment	Overall percentage of class marks within the module grade
Shakespeare workshops	25%	25%	50%
Jacobean workshops	25%	25%	50%
Cultural enrichment	This activity is not assessed.		

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may be delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

LAMDA818 Shakespeare Summer School - Skills

A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). All skills work will primarily be delivered through group sessions (online and onsite as required), as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching of the module are based on.

Acting

In this class, students explore approaches to acting, to develop freedom and imagination in characterisation working through exercises. The class integrates topics which may include improvisation and core Stanislavskian principles to encourage students to find flexible ways in approaching a role.

Movement theatre classes

These aim to guide actors to discover their individual qualities in movement and improvisation. This process seeks to strengthen those qualities with physical training whilst pushing students beyond their comfort zone, thereby facilitating the development of new skills.

Social Dance

It puts into perspective various styles and gives the students a working knowledge of the basic rhythms employed. It is a physical way of gaining an understanding of the various social graces and etiquette used.

Movement Awareness Methods

Classes promote co-ordination and fluidity in movement. Students will engage in activity which promotes efficient breathing and movement patterns.

Music

Songs relating to the Acting and musical storytelling are used to develop a sense of confidence in vocal work. Students communicate the results of their study within a small group setting.

Voice

The present module contains classes in Applied Voice. These serve to develop students understanding of practical skills through physical exercises, increased aural awareness, and their subsequent application to text. The texts used are rooted in Shakespearean and Jacobean plays, focussing on rhythm, imaginative connection to imagery and the sounds of language, and rhetorical devices. Texts will be carefully selected to reflect our commitment to a decolonised curriculum.

In addition to the above classes, students may receive opportunities for masterclasses, focusing on one particular aspect of the module content (these may be online, at external sites and onsite). This list is indicative; the specific practitioners, modes of delivery, skills and techniques

covered, and enrichment opportunities will be outlined at the commencement of study. All subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. All performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Delivery

The capacity to deliver some indicative areas is subject to health and safety restrictions so hours may be allocated to related subjects to meet learning outcomes, headings below should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of onsite and online delivery and students' independent work. This module usually comprises of 150 hours of study (this may be adjusted), approximately broken down as follows:

Acting and Verse 26h

Movement Theatre: 6h

Social Dance: 8.5h

Singing: 8.5h

Voice: 26h

Movement Awareness Methods: 20.5h

Masterclasses: 21h

Independent Study Hours: 57h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Class	Process	Attainment	Overall percentage of class marks within the module grade
Acting and Verse	15%	15%	30%
Movement Theatre	4.5%	4.5%	9%
Social Dance	4.5%	4.5%	9%
Movement Awareness Methods	6.5%	6.5%	13%
Singing	4.5%	4.5%	9%
Voice	15%	15%	30%
Masterclasses	These classes are non-assessed		

Please note: These should be seen as indicative class titles; students may be assessed via a specialist class project on a different topic as dictated by the Module Leader at the outset to meet learning outcomes.

In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects

delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Foundation Degree in Production and Technical Arts: Stage & Screen

Stage 1

Electrics and Lighting – LAMDA 101/PTASSLX

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

The content of this module introduces students to the roles and responsibilities of crew members within the Electrics and Lighting department. It also facilitates the development of basic practical and technical skills, as well as collaborative working. Students work on a production as a crew member in order to experience the realistic working environment of the Lighting department, are part of a production team and realise a production from rehearsals and technical preparation until the get out.

In a combination of practical and theoretical workshops and classes, students become familiar with the installation, operation and maintenance of lighting equipment, the understanding of scale and working from scale drawings, and the working from planning and design documentation for productions.

The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online Independent/group study projects

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of electrics and lighting training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical workshops, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	36h
Practical workshops (may be a blend of digital / onsite contact)	120h
Total Contact Hours:	162h
Independent Study Hours: (may be a blend of digital / onsite contact)	138h
Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.	

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Scenic Workshop – LAMDA 103 / PTASS4WS

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

The module introduces students to the roles and responsibilities within the Scenic Construction department. It encourages the development of practical and technical skills and teamwork. Students work on the construction of a scenic element for a public production in order to experience the realistic working environment of the Scenic construction department. They are part of a production team that is involved in the staging of a show from rehearsals and technical preparation up to, and including, the get-out.

The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online independent/group study projects.

During the workshop rotation, students cover the following topics, either through a show rotation or by online / practical class work:

- The relationship between the workshop department and the production team
- Adhering to Health and Safety requirements, including risk assessments
- Operating hand, bench and power tools. Developing welding techniques
- Developing basic scenic painting techniques. Using a range of materials and finishes
- Understanding current workshop practices as applied to members of the workshop crew
- Having an understanding of CAD drawings.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of scenic construction training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical workshops, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	36h
Practical workshops (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	196h
Independent Study Hours: (may be a blend of digital / onsite contact)	104h
Total Study Hours:	300h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Sound– LAMDA 102 / PTASS4SN

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

Students are introduced to the technical skills required for the recording, editing and playback of recorded and live source material for theatre. This includes an understanding of the professional relationship between the Sound department and the production team. Students learn how to operate sound equipment safely and appropriately to the needs of a production. The curriculum also promotes an emerging diagnostic understanding required for fault finding, first-line maintenance and the creation of sound effects to specific briefs.

The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online independent/group study projects. This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of sound training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical workshops, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	36h
Practical workshops (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	196h
Independent Study Hours: (may be a blend of digital / onsite contact)	104h
Total Study Hours:	300h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment

opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

Stage Management – LAMDA 100 / PTASS4SM

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

The content of this module serves three purposes; firstly, to introduce students to the diverse roles within Stage Management in theatre productions, and secondly, to enable students to become familiar with theatre terminology, requirements and expectations as applied to production & technical arts. Thirdly, students acquire prop making skills through sculpting, casting, scrimming and applying a variety of finishes. Some aspects of prop making skills may be delivered via digital tutorials. The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online Independent/group study projects that cover a wide range of diverse topics, designed to equip students with a broad skills and knowledge base that also includes research techniques. The module therefore contains historical elements (e.g. history of art/furniture/costume), communication and management components (e.g. theatre types/staffing/terminology) and may have a mix of practical/online workshops (e.g. prop making techniques/sewing/score reading).

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of stage management training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical workshops, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	36h
Practical workshops (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	196h
Independent Study Hours: (may be a blend of digital / onsite contact)	104h
Total Study Hours:	300h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Technical Stage Management – LAMDA 104 / PTASSTS

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

During this module, students will be expected to work to a high standard as a Technical Stage Manager, on a production with full production values.

Students are also required to work with other departments and professional directors and designers in the realisation of the requirements for the production and manage the production budget. Furthermore, students will work with the acting students and be expected to undertake company management duties within the needs of the production.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of technical stage management training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical workshops, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	36h
Practical workshops (may be a blend of digital / onsite contact)	160h
Projects	6h
Total Contact Hours:	202h
Independent Study Hours: (may be a blend of digital / onsite contact)	98h
Total Study Hours:	300h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Stage 2

Lighting – LAMDA506 / PTASS5LX

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

During this module, students will be expected to work to a high standard in a senior role within the lighting department. This will be as either Chief Electrician or Deputy Chief Electrician on a public production (subject to Covid-19 restrictions) with full production values.

Students are required to manage a team, work with other departments and professional directors and designers as well as the student lighting designer, in the realisation of the production requirements. This includes the organisational and financial management of the department and production budget.

The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online Independent/group study projects.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of lighting training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical workshops, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	6h
Practical production (may be a blend of digital / onsite contact)	180h
Total Contact Hours:	186h
Independent Study Hours: (may be a blend of digital / onsite contact)	64h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Lx Design – LAMDA511 / PTASS5LD

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

Students undertake the role of a lighting designer on a LAMDA production. This involves the achieving of an effective lighting design in a public production (subject to Covid-19 restrictions). Students are required to work with a professional director and designer in realising the artistic aims and technical needs of the production. Part of this process is working alongside the Chief Electrician and the lighting department.

The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online Independent study projects.

Students are expected to demonstrate a number of personal and professional qualities in the meeting the diverse demands of this role: creativity as a lighting designer, teamwork and personal initiative.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of lighting design training, and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of practical production training, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Practical production (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	160h
Independent Study Hours: (may be a blend of digital / onsite contact)	90h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Placement Learning – LAMDA201 / PTASS5PP

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

During this module, students will be expected to research and source a work placement opportunity with an established company within the entertainment industry (subject to Covid-19 restrictions). This placement should be of at least five-week duration. Students will develop their communication and organisational skills through a series of classes and will create an appropriate CV for applications in this field.

Students are required to work with the placement host company, following current Health & Safety legislation and company policy.

The module may be taught through blended learning: a mixture of academic tutorials, practical workshops and online tutorials and online Independent study projects.

Students are expected to demonstrate a number of personal and professional qualities in the meeting the diverse demands of this role: creativity as a lighting designer, teamwork and personal initiative.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of future employment within the entertainment industry and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 200 hours of study (this may be adjusted), approximately broken down as follows:

Academic lectures: (may be a blend of digital / onsite contact)	6h
Placement (may be a blend of digital / onsite contact)	120h
Total Contact Hours:	126h
Independent Study Hours: (may be a blend of digital / onsite contact)	74h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

50% Placement

50% Reflective Journal

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

Production Management – LAMDA510 / PTASS5PM

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

Students undertake the role of production manager on a LAMDA public production (subject to Covid-19 restrictions). Students are required to work with a professional director, designer, student heads of department and technical departments, in realising and co-ordinating the needs of the production.

Students are expected to take responsibility for the management of the production budget and production schedule as well as overseeing Health & Safety requirements at all times.

This module may be delivered through blended learning: a mixture of practical production training and online tutorials and online independent study.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of production management training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of practical production work, online delivery projects, and students' independent work.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Practical production (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	160h
Independent Study Hours: (may be a blend of digital / onsite contact)	90h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Scenic Construction – LAMDA508 /PTASS5WS

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

During this module, students will be expected to work to a high standard in a senior role within the scenic workshop, either as Production Carpenter or Deputy Production Carpenter.

Students are required to manage a team of students, work with other departments and professional directors and designers as well as the student production manager, in the realisation of the production requirements (subject to Covid-19 restrictions).

The module may be taught through blended learning: a mixture of academic tutorials, practical production work and online tutorials and online independent/group study projects.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of Scenic construction training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical production work, online delivery projects, and students' independent study. Practical production training is appropriate to the role a student is allocated as either Production Carpenter or Deputy Production Carpenter.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Practical production (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	160h
Independent Study Hours: (may be a blend of digital / onsite contact)	90h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Screen and Audio – LAMDA521 / PTASS5SA

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

Students undertake the role of an on-set/location production co-ordinator on a film or television presentation with full production values (subject to Covid-19 restrictions).

This role enables the student to demonstrate an analytical understanding of how to negotiate between written, discussed and applied production elements, as pertinent to a particular project.

Students are required to work with other departments and the professional directors and creatives in the realisation of the production. They will manage the schedules and co-ordinate the logistics involved in the filming as well as managing production budgets.

The module may be taught through blended learning: a mixture of academic tutorials, practical production work and online tutorials and online independent/group study projects.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of working on a film or television production and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical production training, online delivery projects, and students' independent study.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Academic Lectures (may be a blend of digital / onsite contact)	12h
Practical production (may be a blend of digital / onsite contact)	180h
Total Contact Hours:	192h
Independent Study Hours: (may be a blend of digital / onsite contact)	58h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Sound – LAMDA507 / PTASS5SN

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

During this module, students will be expected to achieve the role of a production sound engineer or sound designer on a LAMDA production (subject to Covid-19 restrictions). Students will be required to work with a professional director in realising the needs of the production. Students will be expected to demonstrate creativity as a production sound designer, engineer, team worker and evidence personal initiative in the completion of the module.

The module may be taught through blended learning: a mixture of academic tutorials, practical production work and online tutorials and online independent/group study projects.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of sound training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of academic lectures, practical production work, online delivery projects, and students' independent study.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Practical production (may be a blend of digital / onsite contact)	180h
Total Contact Hours:	180h
Independent Study Hours: (may be a blend of digital / onsite contact)	70h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

Stage Management – LAMDA509 / PTASS5SM

A synopsis of the curriculum

Within this module students may participate in classes/workshops taken online and onsite that may include the following activity:

During this module, students will be expected to work to a high standard in a senior department role within the stage management team, either as Stage Manager or Deputy Stage Manager or Assistant Stage Manager, on a production with full production values (subject to Covid-19 restrictions).

Students are required to manage a team of first year students, work with other departments and professional directors and designers in the realisation of the requirements for the production and manage both organisationally and financially the department and production budget. Students will also work with the acting students and may be expected to undertake company management responsibilities.

The module may be taught through blended learning: a mixture of academic tutorials, practical production work and online tutorials and online independent/group study projects.

The capacity to deliver some indicative tasks listed above is subject to health and safety restrictions so hours may be allocated to related tasks to meet learning outcomes. Students may be assessed via a specialist class project on a related task as dictated by the Module Leader at the outset to meet learning outcomes.

This synopsis is indicative; the specific modes of delivery, skills, and techniques covered will be outlined at the commencement of study. Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharing of work will follow revised audience capacity guidelines.

Delivery

Students work with staff in tutor-led sessions that are based on the specific requirements of Stage Management training and may be delivered following social distancing guidelines and online where required. The module content in 2020/2021 may be delivered through a mixture of practical production work, online delivery projects, and students' independent work on an individual submission.

Indicative Module Breakdown 2020/2021 Academic Year

This module usually comprises of 250 hours of study (this may be adjusted), approximately broken down as follows:

Practical production (may be a blend of digital / onsite contact)	160h
Total Contact Hours:	160h
Independent Study Hours: (may be a blend of digital / onsite contact)	90h
Total Study Hours:	250h

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

100% practical show rotation.

Weighting: Technical Skills 45% / Common Skills 55%

Please note: In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the LAMDA Covid-19 [Alternative Assessment Strategy 2020](#).

Appendix 1: October 2020 Amendment to Delivery: Training in 4 Tiers (Response to Government Guidance)

Our contingency plans to ensure course delivery is safe, appropriate and compliant will be responsive to updated guidance from the Government and related advisory bodies such as the Director of Public Health England, relevant Local Authorities, and DfE. In our approved plans with the University of Kent (submitted July 2020) LAMDA made it clear that:

course components may be offered either via blended learning (a mix of online/onsite delivery) or components may be delivered via 100% online tuition where it is clear that the learning outcomes and assessments can still be facilitated in 2020/21.

LAMDA will ensure that all summatively assessed outcomes and summative assessments can be evidenced with up to 100% synchronous or asynchronous online delivery.

Our Commitment to providing course delivery either via blended learning (a mix of online/onsite delivery) or up to 100% online tuition has been formalised into a 4 Tier Model to demonstrate how these plans align with Government and Department of Education guidance issues since our original July 2020 submission.

Understanding LAMDA's plans within the Framework of the Tiered Delivery System

In response to updated Government guidance LAMDA offers further clarification below to the approved plans to communicate how course delivery is managed via a 4 Tier Model which covers blended learning which ranges from 20% online study (Tier 1) to 100% online study for all courses (Tier 4).

When would LAMDA move to a different Tier?

LAMDA would need to move to a different Tier and change how we deliver training safely if we are asked to implement increased safety measures by the Local Authorities or the Government. So, a move from Tier 1 may be triggered if wider Hammersmith Borough, London-wide, or National government measures are introduced.

LAMDA may also move from Tier 1 on the authority of the Director if we consider this is needed to keep everyone safe. We have our ongoing assessment of risk to students and staff to help us make these decisions via a Critical Incident Management Team (CIMT). For example, if LAMDA has an extensive outbreak, the Director must make decisions about what Tier is safest to protect everyone and decide the appropriate duration of higher Tier study required to mitigate risks onsite. Please note that how LAMDA moves between these Tiers may not be sequential, and the time-period spent at each Tier may vary in response to external guidance and LAMDA's internal risk assessment led by CIMT. For example, if the situation demands (e.g. extensive outbreak at LAMDA) there would be a move straight to Tier 4 from Tier 1.

Tier	Department of Education (DfE) definition	LAMDA plan
Tier 1 (default position)	<i>Higher Education providers are expected to provide blended learning, with face-to-face tuition, following the provisions of this guidance, and public health guidance, including, for example, the appropriate use of face coverings.</i>	<i>This is our current delivery plan and our preferred mode of delivery for 20-21. For the first half of Autumn Term, the Drama School is delivering all programmes at Talgarth Road in line with COVID Secure measures. This is 4 days onsite and 1 day online for most Drama School students. Staff and students follow all the onsite safety rules e.g. 2m apart, washing hands frequently, masks where required etc. so we can keep training onsite.</i>
Tier 2 (fallback position)	<i>Higher Education providers should move to an increased level of online learning where possible. Providers should prioritise the continuation of face-to-face provision based on their own risk assessment. We expect that, in the majority of cases, this will be for those courses where it is most beneficial (for example, clinical or practical learning and research).</i>	<p><i>Graduating students and PTASS students supporting graduating year shows continue at Talgarth Road as for Tier 1.</i></p> <p><i>For the rest of our students LAMDA will provide a 50/50 split of onsite and online teaching and learning.</i></p> <p>How does this work? <i>Half the courses will be in Talgarth Road one week followed by a week online, which is when the other half of courses come in to work onsite. We continue to alternate between 1 week online followed by 1 week onsite until LAMDA can go back to everyone working on Tier 1 or until we are asked to move to Tier 3 or 4.</i></p> <p>How does an online week work? <i>Online learning and teaching is to maintain the existing timetable but teach in half groups for half the timetabled time (i.e. instead of a group of 15 students doing a 90 min session live, the same period would be split into 7 students for 45 minutes, followed by 8 students for 45 minutes, with the teacher repeating the lesson). The validated hours are met by a blend of synchronous and asynchronous learning.</i></p> <p><i>All staff and students continue to follow all the onsite safety rules whenever they are onsite.</i></p>
Tier 3 (stricter measures needed)	<i>Higher Education providers should increase the level of online learning to retain face-to-face provision for priority courses (for example, clinical</i>	<i>Graduating students and PTASS students supporting graduating year shows continue at Talgarth Road as for Tier 1.</i>

	<p>and medical courses), and in as limited number of situations as possible. Students should follow government guidance published as part of any additional restrictions applied locally, including where this says that students should remain in their current accommodation and not return their family home or other residential accommodation to reduce the risk of transmitting the virus through travel. In these circumstances, providers should support students to do so by keeping services for students, such as university libraries and catering facilities, open.</p>	<p>All remaining courses and year groups move online full time, with online teaching and learning and assessments as for Tier 2 (above). The validated hours are met by a blend of synchronous and asynchronous learning.</p> <p>All staff and students continue to follow all the onsite safety rules whenever they are onsite.</p>
<p>Tier 4 (last stage)</p>	<p>We expect the majority of provision to be online, with buildings open for essential workers only. This should include the continuation of essential research.</p>	<p>All students are learning online. The validated hours are met by a blend of synchronous and asynchronous learning.</p> <p>Timetable maintained with online teaching as for Tier 2 and 3. LAMDA will create bespoke plans (i.e. look at the needs of each project/group to make the best decision for them) when deciding how best to complete final year productions depending on what stage they have reached.</p> <p>All staff and students continue to follow all the onsite safety rules whenever they are onsite.</p>

Consultation

LAMDA shared plans with staff and students and external examiners to make sure everyone understands what the various Tiers mean for LAMDA and so that detailed plans can be made by all departments, and to invite feedback from everyone to inform the detail of these plans. Modes of consultation and feedback were explicitly referenced in communications to allow staff and students the ability to feed into discussions. Ongoing consultation with the Student Union (including their attendance at CIMT), Year Reps and each cohort is also invited to offer students support and adapt how we manage the demands of project learning at each Tier.

How will we provide ‘student contact time’ to match to the validated course requirements?

‘Student contact time’ is the label LAMDA use for activities that are ‘**tutor-mediated**’ and have a **clear, purposeful interactive element** to them that helps students achieve the learning outcomes for the project they are working on.

Staff have been offered guidance and departmental planning time to ensure that asynchronous/synchronous tasks are built into blended delivery across all Tiers. At LAMDA, we have guided staff to consider how they can use:

Synchronous delivery = a learning event that happens at the same time for the tutor and the students (sometimes referred to as live or 'real time').

Asynchronous delivery = a learning event that happens at different times e.g. each student can choose to do the work set in a particular evening (different to one another) but knows there is a specific time/forum where they will be expected to share what they have done for meaningful input from the tutor.

In staff training LAMDA have looked at exemplars where standard 90-minute sessions may see classes split into two discrete groups for 45-minute intensive sessions with synchronous or asynchronous tasks built in to meet contact hour requirements.

Please note: this was an illustrative example, in different specialist areas the 90 minute sessions may vary in how they are split according to learner needs and at the discretion of the specialist tutor e.g. tutors may offer smaller interactive synchronous or asynchronous timed tasks as designed to suit voice, acting, screen, technical and movement class requirements.

When a switch between Tiers is necessary, LAMDA may collapse the timetable for up to 2 weeks to allow staff to revise any planning and project delivery cohesively (considering the complexities of vocational, practical project assessments with due care) before continuing delivery to meet learning outcomes. Any validated contact hours would be made up at an appropriate point to ensure that the required contact time is delivered in a safe, accessible way.

It has been made explicit in staff guidance sessions that an activity only counts as 'contact time' if:

You set an activity that YOU as a tutor will offer some constructive and relevant input into, such as giving feedback. The task is interactive if you and students will communicate purposefully (face to face, via personalised emails, video files, or online in a tutorial or class). This means that tutors **MUST** plan in advance what interactive tasks students will be expected to work on in the 45 minutes they are not joining you. If we do not do this, we are not providing the courses correctly.

Contact time includes all activities that happen in face-to-face settings (tutorials, rehearsals, workshops at Talgarth Road) and off-site placements and educational visits/trips (staff could set students a research task that sees learners visit a location if Covid-19 secure and then feedback on what they have learnt from doing a visit or character exercise off-site). Student contact time will include tutor-mediated activities that take place online via MS Teams and Zoom.

Ongoing training and support (both technical and for wellbeing) is being provided by LAMDA to staff and student to manage the challenges of blended and online delivery.