

BA(Hons) Acting

MUSICAL THEATRE PROGRAMME SPECIFICATION 2023/24

Table of Contents

[1 KEY INFORMATION 3](#_Toc143611047)

[2 PROGRAMME OVERVIEW 5](#_Toc143611048)

[2.1 Educational Aims 5](#_Toc143611049)

[2.2 Programme Structure 6](#_Toc143611050)

[2.3 Learning and Teaching 16](#_Toc143611051)

[2.4 Assessment 17](#_Toc143611052)

[2.5 Learning Outcomes 20](#_Toc143611053)

[3 UNITS 23](#_Toc143611054)

[3.1 PERFORMANCE LABORATORY 1 24](#_Toc143611055)

[3.2 DRAMATIC TECHNIQUE 1 26](#_Toc143611056)

[3.3 DRAMATIC EXPRESSION 1 28](#_Toc143611057)

[3.4 ACTING FUNDAMENTALS 30](#_Toc143611058)

[3.5 THEATRICAL INTERPRETATION 1 32](#_Toc143611059)

[3.6 MUSIC THEATRE PRACTICES 34](#_Toc143611060)

[3.7 DRAMATIC TECHNIQUE AND EXPRESSION 2 36](#_Toc143611061)

[3.8 THEATRICAL INTERPRETATION 2 39](#_Toc143611062)

[3.9 METHODOLOGIES: MUSICAL THEATRE 41](#_Toc143611063)

[3.10 INDUSTRIES OF PERFORMANCE 43](#_Toc143611064)

[3.11 PUBLIC PRODUCTION 47](#_Toc143611065)

[4 READING LIST 49](#_Toc143611066)

# **KEY INFORMATION**

|  |  |
| --- | --- |
| **Award Title** | Acting (Musical Theatre)  |
| **Award Aim** | BA(Hons) Acting |
| **Possible Exit Awards** | Certificate of Higher Education – 120 creditsDiploma of Higher Education – 240 creditsBachelor of Arts (Non-Honours) – 300 credits  |
| **Awarding Body**  | University of London |
| **Mode(s) of Study**  | Full-time only |
| **Full Length of Study**  | 3 years  |
| **Admissions Requirements** | * **Minimum Entry Requirements**

Our minimum academic entry requirement is 64 UCAS tariff points or above - these can be from any Level 3 qualification (eg. A-levels, BTECs, etc.) which attract UCAS points, and selection by audition.You can see how many tariff points your qualifications would gain on the [**UCAS Tariff Calculator**](https://www.ucas.com/ucas/tariff-calculator). International qualifications and others not covered within the UCAS tariff can also be accepted.Normal offers may be higher and depend upon expected grades and audition performance. Exceptional applicants who do not meet this requirement, but demonstrate appropriate potential, may be accepted.* **Admissions**

This is an intensive professional training course and must be followed in its entirety.Candidates must be eligible to satisfy the [**general admissions requirements**](https://www.cssd.ac.uk/how-to-apply/undergraduate-applications). Admission will be based on the reasonable expectation that you have the potential to complete and contribute positively to the programme and that you would benefit from honours study. There is no alternative to selection by audition.Selection for audition will normally depend on you meeting, or being predicted to meet, minimum entry requirements, and on written references and demonstration of the following in the UCAS written statement:* engagement with theatre and acting at national/local level
* evidence of a real commitment to acting and a long-standing interest in acting and theatre
* knowledge of a range of theatrical forms and genres
* experience gained in post-education contexts, such as the workplace, travel and voluntary settings.

In the absence of formal qualifications, an indication of academic potential will be sought in your UCAS statement.*We particularly encourage applications from groups currently under-represented in higher education, such as students with disabilities and members of Black, Asian and Minority Ethnic groups. Find out more information on*[***Central’s commitment to equality and diversity***](https://www.cssd.ac.uk/about-central/equity-at-central)*.** **Auditions**

Find out more about the [**audition process for our Acting, BA courses**](https://www.cssd.ac.uk/How-to-Apply/Undergraduate-Applications/audition-process-ba-acting-courses). |
| **Location of Study** | London |
| **Professional Accreditation** | None |

# **PROGRAMME OVERVIEW**

## Educational Aims

The single overarching aim is to develop the intellectual and practical artistry, craft, and attitude of highly trained professional actors whose employment will be predominantly located within a context of fast changing culturally diverse performance opportunities.



*Guys and Dolls* by Frank Loesser, public production

The course will provide a safe environment in which experimentation, innovation and creativity are a highly valued part of the learning process. The aims of the degree are designed to provide you with an integrated academic and vocational training environment conceived and structured in such a way as to enable you to gain the knowledge, understanding and skills to pursue and sustain worthwhile acting careers in the performance industry.

This high quality intensive educational experience will give you opportunities to:

* develop a diversity of acting approaches
* develop, reinforce and test your personal process in relation to these technical and professional skills
* develop your critical thinking skills to articulate the theoretical in the practical and vice versa
* develop a professional work ethic
* develop independent self-reflection (enabling you to understand, articulate and critically appraise your skills)
* develop as a life-long learner, able to identify both professional and personal goals through Personal Development Planning.

## Programme Structure

The BA (Hons) Programme is a 3-year full-time degree. The course year comprises a total of 30 weeks made up of separate units. The academic year is normally arranged as 3 X 10 week terms however this can vary as required. The degree offers 120 credits at Levels 4, 5 & 6 of the credit framework. It is the purpose of course design that units provide you with opportunities for ongoing development. The course leads to opportunities for individual study specialism in the later terms. Units vary in form and structure and include practical sessions, lectures, seminars, workshops, large and small-scale production activity, and small group projects.

**Overview of the three years of the course**

**Year 1 / Level 4** will provide you with the enabling conditions for you to reach a state of intellectual, physical and emotional readiness vital for the development of an effective actor’s working process. Learning and teaching strategies will focus on your own identification and awareness of acquired physical, vocal and psychological habits. The year will also introduce and advance DRAMA UK Competencies thus providing the means for you to acquire a personal / professional vocabulary combining theoretical, analytical and technical aspects of the acting process. As honours students you will be introduced to the notion of the reflective practitioner and are required to keep a **Working Journal** throughout the course. This level establishes a common understanding of Acting, taking a broad view of the many processes involved. It could be identified as being similar to a ‘foundation’ year.

**Year 2 / Level 5 Overview**

In this level you will focus on developing a solid foundation to your personal acting process through an application and interrogation of the concepts introduced in Level four, and your developing emotional investment in performance. Learning and teaching strategies will make considerable new demands upon you, and your anticipated mastery at Year One of a wide range of basic acting skills and knowledge’s will serve as the essential foundation to these new challenges. Having technically identified your own acquired physical, vocal and psychological habits, you will now be required to advance intellectual, emotional and performance competencies. You will be required to continue to develop your notion and experience of the reflective practitioner, in addition keeping a **Working Journal**. At Level five, you will be required to develop your own understanding of the links between the personal and the professional in acting, to recognise individual strengths as well as the limitations these might impose, and to explore the means to begin to experiment beyond these established parameters.

**Year 3/Level 6 Overview**

This level is conceived and structured in such a way as to enable you to reinforce, test and constructively critique the process of acting, and to broaden your range of technical and professional skills. The key focus throughout is the provision of a range of public performances, with appropriate casting choices made throughout such that you experience a range of challenges, but at different stages throughout the year. In your third year you will be required to take a substantial and individual professional / academic responsibility for your own development and demonstrate a greater capacity for high quality sustained independent work at this level. This is your ‘professional’ year – where you will demonstrate your understanding of industry standard performance. The year aims to replicate current professional practice, the artistic director placing total emphasis on the professional actor’s craft. The year will challenge your creative process with theatrically complex and demanding plays, music theatre and new performance projects selected from non-realistic and realistic modes of performance. You will be required to apply research techniques developed in year 2 and incorporate your own established personal independent routine of daily practice in your acquisition, investigation and interrogation of advanced vocal and physical skills.

**LEVEL 1 COMPETENCIES**

1. Use a range of appropriate techniques for creating character within different theatrical genres, including costume.
2. Create and inhabit detailed fictional and imaginative worlds.
3. Work in relationship to space, objects, other actors and audience.
4. Find release in the body to allow flow, reaction to impulses and organic emotional responses.
5. Work sensitively with other actors in both rehearsal and performance.
6. Develop an effective and independent working process, including effective warm-ups and preparation techniques, and employ strategies to monitor and evaluate progress.
7. Draw upon and make use of personal experience to assist in the creation of role.
8. Use textual analysis, research and observation in the development of a role.
9. Understand and play subtext, objectives and actions and play event within scenes.
10. Work positively and professionally as a company member (this may include group-directed, peer-directed or devised work)
11. Develop and explore the relationship between inner life and outer expression.
12. Develop and use a vocal technique in the areas of posture, breathing, phonation, resonance, and articulation.
13. Demonstrate technical proficiency in voice and speech, including the production of clear articulate and expressive speech by being vocally embodied in the moment of speaking, including the use of accents.
14. Develop a safe vocal preparation for rehearsal and performance geared to each individual needs.
15. Demonstrate the ability to investigate vocal characterization, not only from resonance and articulacy placement, words, thoughts, and ideas, but also through the playwright’s grammatical and rhetorical devices.
16. Demonstrate an understanding of language in performance through work on a range of texts in verse and prose.
17. Move with understanding and awareness of space – both personal and general.
18. Move with accuracy, release and balance as a sound basis for the efficient use of expression in the body.
19. Move with full commitment to differing qualities for ownership of action - detail and expression in form *through both experiential and analytic learning.*

**LEVEL 1 SUNG VOICE COMPETENCIES**

1. Develop and demonstrate technical voice control and agility
2. Develop and apply a range of thinking skills that recognises sensitive musical performance decisions across a range of musical styles
3. Demonstrate an understanding of the integrated dramaturgy and technical and musical skills, through which the various components of the musical (book/lyrics/music) maybe combined to create an integrated performance, clearly connected to acting process.

Specific Sung Voice Competencies:

In performance and working process to demonstrate:

1. Clarity of understanding of personal technical issues
2. Understanding of tongue/jaw tension and their effect on good tone production
3. Establishment of secure breath management
4. Establishment of legit and speech voice qualities
5. Understanding of onsets
6. Autonomous choice of voice qualities appropriate to the musical genre, style and interpretation
7. Understanding and effective employment of vocal resonance

**LEVEL 1 DANCE COMPETENCIES**

Specific Dance Competencies:

1. Demonstrate and develop technical and expressive proficiency and a thorough understanding of ballet technique, a range of styles in jazz dance technique and basic ballroom dance. Including solo work, partner work and ensemble presentation.
2. Work positively, professionally and in a disciplined manner taking responsibility for personal learning and engaging with personal challenges. Including effective warm ups and responsibility for personal fitness, stamina, strength and flexibility.
3. Work confidently to create a character, and a character journey within dance performance including use of song and dance.
4. Understand and develop choreographic communication skills

In performance and working process to demonstrate:

1. Establishment of effective technique in the fundamental elements of posture, line, extension, movement memory, strength, flexibility and special awareness.
2. Confident use of Matt Mattox jazz technique
3. Confident presentation work in ballet class including correct use of core strength, weight placement, alignment and turnout.
4. Ability to engage with a wide variety of dance and teaching styles during dance intensive workshops (including contemporary dance, Bollywood, hip hop, historical dance, musical theatre repertoire).
5. Confident understanding of Cha-cha-cha, Waltz, Swing dance

**LEVEL 2 COMPETENCIES**

1. Read and interpret texts with accuracy and confidence.
2. Identify heightened style and form of writing and express these elements effectively within a performance
3. Study text in both prose and verse and make full use of the components and structures of language and phrasing in order to reveal character intention and the development of the story.
4. Show independence in scene work and production, creating appropriate characters and worlds and making clear choices on the text.
5. Find a deeper imaginative and emotional connection with characters played.
6. Work with vulnerability and spontaneity on stage, staying in relationship with other actors throughout.
7. Show evidence of ability to devise or take a directing role in group work.
8. Develop a flexible, strong, and controlled voice with breath support; appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance.
9. Use imagination and craft to clearly and persuasively deliver a variety of texts.
10. Display fully engaging and sophisticated interpretation skills which effectively communicate intention and emotional context.
11. Make vocal characterization choices, through the use of speech patterns’ accents and dialects including Received Pronunciation, together with the ability to project the voice effectively in theatre spaces of varying sizes.
12. Work sensitively, respectfully and professionally as a company member with other actors, designers, production teams and staff in both rehearsal, performance and independent work.
13. Demonstrate effective warm-up techniques for varying performance conditions.
14. Us the body in a released, supported and physically articulate way
15. Realise character and emotional choices through embodied and detailed physical understanding
16. Take part effectively in combat and action sequences under specialist direction with an understanding of the requirements for their own safety and that of their fellow performance and the audience
17. Understand the necessity to prepare and execute group limbers as well as personal warm-up in order to facilitate the fullest use of imaginative physical range and ownership in performance.

**LEVEL 2 SUNG VOICE COMPETENCIES**

1. Develop and demonstrate technical voice control and agility
2. Develop and apply a range of thinking skills that recognises sensitive musical performance decisions across a range of musical styles
3. Demonstrate an understanding of the integrated dramaturgy and technical and musical skills, through which the various components of the musical (book/lyrics/music) maybe combined to create an integrated performance, clearly connected to acting process.

Specific Competencies:

In performance and working process to demonstrate:

1. A range of different voice qualities that are integrated and mixed appropriately to the journey of the song
2. Secure breath management
3. Unforced projection
4. Effective control of a range of dynamics
5. Clarity of diction and confident use of voiced consonants
6. Integration of sung and spoken voice maintaining physical energy in both

**LEVEL 2 DANCE COMPETENCIES**

1. Demonstrate and develop strong technical and expressive proficiency in ballet technique, a range of styles in jazz dance technique, commercial jazz dance styles and basic tap dance technique. Including solo work, partner work and ensemble presentation.
2. Work positively, professionally and in a disciplined manner taking responsibility for personal learning and engaging with personal challenges. Including effective warm ups, cool down, body maintenance and responsibility for maintaining an advanced level of personal fitness, stamina, strength and flexibility.
3. Work confidently to create a character, and a character journey within dance performance including use of song and dance showing effective synthesis between technique and performance skills.
4. Demonstrate professional communication with a Choreographer within classes and a rehearsal process.

Specific Dance Competencies:

In performance and working process to demonstrate:

1. Strong technique in the fundamental elements of posture, line, extension, movement memory, strength, flexibility and spacial awareness.
2. Confident use of Matt Mattox jazz technique and a range of commercial jazz dance styles
3. Confident presentation work at performance level in ballet classincluding performance of ballet repertoire and combination of elements
4. Ability to perform in a wide variety of dance including contemporary dance, Bollywood, hip hop, historical dance, musical theatre repertoire
5. Comprehensive understanding of tap dance technique including rhythm, footwork and dynamics

**LEVEL 3 COMPETENCIES**

1. Work professionally within a rehearsal process.
2. Treat all members of the company, including technical, design and production teams with respect and consideration.
3. Prepare and warm up independently and effectively regardless of production and rehearsal constraints.
4. Communicate effectively with staff, colleagues, directors, musical directors, choreographers and production teams.
5. Apply skills from the first two years of the training appropriately and independently.
6. Sustain a role though a whole play.
7. Use make-up, costumes and props effectively to develop and enhance performance
8. Adjust to the demands of different venues and media
9. Adjust to the nature and reaction of different audiences
10. Understand and consistently adhere to appropriate personal and professional health and safety guidelines.
11. Make use of vocal choices that show a clear integration of the first two years of work.
12. Effectively use vocal technique across a range of genres and styles.
13. Demonstrate the effective use of the voice as a means of communicating ideas and feelings.
14. Demonstrate application of the physical, physiological and psychological aspects of speech in characterization.
15. Demonstrate appropriate vocal skill with a range of techniques in performance for the theatre and recorded media.
16. Use a variety of accents and demonstrate character-specific vocal flexibility within a range of dramatic texts.
17. Demonstrate fluent and creative sightreading and audition techniques.
18. Demonstrate an understanding of the vocal demands of space and acoustics and the vocal challenges posed by professional production values.
19. Understand and consistently employ appropriate health and safety initiatives, including warm-up techniques and voice-protective practice.
20. Communicate physically in performance with confidence and assurance to meet the needs of both character and the specific context
21. Maintain stamina through a range of contexts.

**PROFESSIONAL COMPETENCIES**

1. Show a responsible and consistent attitude towards self-management
2. Prepare a selection of appropriate audition pieces and be able to sightread effectively.
3. Show competence in self-presentation in correspondence and interview.
4. Choose personal photographs which accurately reveal casting potential.
5. Choose appropriate clothes for warm-ups rehearsals auditions and interviews
6. Target potential employers and prepare clear and concise CVs that provide accurate and relevant information.
7. Record and maintain potential employment contact in a systematic way.
8. Understand the function and powers of agents, casting directors etc.
9. Show knowledge and understanding of the entertainment industry and its professional organisations services and opportunities for further training.
10. Treat production teams with courtesy and consideration.
11. Show punctuality and professionalism at auditions rehearsals and performances.
12. Take notes given by directors, musical directors and choreographers and be able to absorb and implement them.
13. Plan work within a specific professional timescale.
14. Treat props, costumes, equipment and rehearsal space with respect.
15. Understand the basic current taxation system and to understand how to run their personal tax accounts.
16. Understand and appreciate the professional status which will be conferred on them by the graduation from the course.
17. Develop a personal code of professional conduct and practice.
18. Develop a commitment to and understanding of the necessity for continuing a personal training programme beyond graduation.

**LEVEL 3 SUNG VOICE COMPETENCIES**

Specific Competencies:

1. Demonstrate advanced technical voice control and agility
2. Show evidence of using a range of thinking skills that recognises sensitive musical performance decisions across a range of musical styles
3. Demonstrate effective use of the integrated dramaturgy and technical and musical skills, through which the various components of the musical (book/lyrics/music) maybe combined to create an integrated performance, clearly connected to acting process.

In performance and working process to demonstrate sustained and connected acting through song incorporating:

1. Effective breath management
2. Physical freedom
3. Vocal agility
4. Vocal dramatic and dynamic range appropriate to the repertoire
5. Imaginative use of voice qualities
6. Importance of warming up and management/ responsibility for vocal health
7. Personal regime and routine for warming up the voice

**LEVEL 3 DANCE COMPETENCIES**

1. Demonstrate technical and expressive proficiency in a wide range of dance techniques as required within a professional rehearsal process, professional performance and professional audition process.
2. Work positively, professionally and in a disciplined manner taking responsibility for personal learning and personal wellbeing. Including effective warm ups, cool down, body maintenance and responsibility for maintaining an advanced level of personal fitness, stamina, strength and flexibility.
3. Work confidently to create a character, and a character journey within dance performance including use of song and dance showing effective synthesis between technique and performance skills.
4. Demonstrate professional communication with a Choreographer and maintain a level of professional conduct throughout a rehearsal and public performance process.

Recorded Media

**The Camera**

In acting for the screen students will need to:

1. understand and respond to the technical demands of:
	1. continuity
	2. eye-lines
	3. different sizes of shot
2. find their mark(s)
3. perform in scenes which are being shot or recorded out of sequence
4. pick up a scene from any line within it
5. understand the interview process and the respective roles of the personnel they may meet at interview i.e. casting director, director, producer, executive producer
6. understand how to prepare for the interview in those cases where they have been sent a script in advance
7. make self-tapes with confidence and skill.
8. be capable of dealing with the need for fluent sight-reading
9. handle sight-reading in an interview situation with a video camera focussed on them
10. understand the respective roles of the key members of a film/television crew.
11. prepare for a screen role on their own in advance without rehearsal or other outside assistance
12. respond to circumstances or notes from the director which require them to deliver a performance quite different from that which was anticipated during preparation.
13. perform a role in a scene in the time that would normally be allocated to that scene on a television shoot under current industry conditions
14. understand the necessity to conserve their energy and concentration through a long shooting day, sustain it through numerous technical interruptions, draw on it when the moment comes for the take and sustain it for a whole series of takes of the same shot
15. be proficient in the processes of post-production in which their participation may be required e.g. additional dialogue replacement (ADR)
16. understand the requirements of commercials casting
17. act in front of the camera on exterior locations as well as interior or studio sets

**The Microphone**

In work for audio recording students will need to:

1. understand that audio recording draws on the full range of acting skills.
2. apply the same levels of preparation, concentration and stamina – both physical and mental – as are required to sustain performance in stage work
3. understand:
	1. the microphone’s place within the scene and the character’s relationship to it
	2. the specific needs of rehearsal for radio drama.
	3. the listener’s imaginative contribution to the process of the drama
	4. the nature of vocal dynamics in relation to the microphone
	5. the processes of listening as opposed to simply hearing
	6. disciplines for entering and leaving studios
4. be conversant with the geography of a standard script layout

1. be adept at:
2. vocal and movement skills for both mono and stereo recordings
3. avoiding inadvertent noise and handling scripts
4. textual analyses for both drama (including book readings) and commercials,
5. aural observation skills and listening skills.
6. master relative sound levels for the voice
7. pitch for shouting and equivalent close microphone vocal techniques

 work under the real-time pressures of a commercial studio

**FULL-TIME STUDENTS**

You will take all units indicated, according to the published schedule of activities. The table below is ***indicative*** and the specified weeks/times could change from year to year. The School’s VLE, Brightspace, will contain the most up to date timetable.

**YEAR ONE**

|  |  |  |
| --- | --- | --- |
| **TERMS** **(10 weeks)** | **INDICATIVE DATES** | **UNIT / COMPONENT** |
| AUTUMN | Weeks 1-10 Monday-Friday | **Performance Laboratory 1;** |
| **Dramatic Technique 1** |
| **Dramatic Expression 1** |
| **Acting Fundamentals** |
| **Pathway specific unit** |
| **Theatrical Interpretation 1** |
| SPRING | Weeks 1-10 Monday-Friday | **Performance Laboratory 1;** |
| **Dramatic Technique 1** |
| **Dramatic Expression 1** |
| **Acting Fundamentals** |
| **Pathway specific unit** |
| **Theatrical Interpretation 1** |
| SUMMER | Week 1-10 Monday-Friday | **Performance Laboratory 1;** |
| **Dramatic Technique 1** |
| **Dramatic Expression 1** |
| **Acting Fundamentals** |
| **Pathway specific unit** |
| **Theatrical Interpretation 1** |

**YEAR TWO**

|  |  |  |
| --- | --- | --- |
| **TERMS** **(10 weeks)** | **INDICATIVE DATES** | **UNIT / COMPONENT** |
| AUTUMN | Weeks 1-10 Monday-Friday | **Dramatic Technique and Expression** |
| **Methodologies** |
| **Theatrical Interpretation 2** |
| SPRING | Weeks 1-10 Monday-Friday | **Dramatic Technique and Expression** |
| **Methodologies** |
| **Theatrical Interpretation 2** |
| SUMMER | Week 1-10 Friday | **Theatrical Interpretation 2** |
| **Methodologies** |

**YEAR THREE**

|  |  |  |
| --- | --- | --- |
| **TERMS** **(10 weeks)** | **INDICATIVE DATES** | **UNIT / COMPONENT** |
| AUTUMN | Weeks 1-10 Monday-Friday | **Industries of Performance** |
| **Public Production** |
| SPRING | Weeks 1-10 Monday-Friday | **Industries of Performance** |
| Weeks 1-10 Monday-Friday | **Public Production** |
| SUMMER | Week 1-10  | **Industries of Performance** |
| **Public Production** |

**INDICATIVE THREE YEAR PROGRAMME SCHEDULE**

Year 1: All units run Terms 1-3 except Theatrical Interpretation 1 which runs 2-3.

Year 2: All units run Terms 4-5 except Theatrical Interpretation 2 which run Terms 4-6.

Year 3: Both units run Terms 7-9

|  | **Week One** | **Week Two** | **Week Three to Seven** | **Week Eight** | **Week Nine** | **Week Ten** |
| --- | --- | --- | --- | --- | --- | --- |
| **Year One – Term One** | Intensive |  Class | Class | Class | Class  | Class / Tutorials |
| **Year One –Term Two** | Intensive | Intensive | Class /Rehearsal | Class / Rehearsal | Class | Rehearsals / Tutorials |
| **Year One – Term Three** | Intensive | Intensive | Class / Rehearsal | Class / Rehearsal | Rehearsals | Class / Tutorials |
|  |  |  |  |  |  |  |
| **Year Two – Term One** | Intensive | Intensive | Class / Rehearsal | Class/ Rehearsals | Rehearsals | Performance / Tutorials |
| **Year Two – Term Two** | Intensive | Class/Rehearsal | Class / Rehearsal | Public Production Performance | Rehearsals | Performance/Tutorials |
| **Year Two – Term Three** | Rehearsal | Rehearsal |  Rehearsal | Rehearsal | Rehearsals / Performance | Tutorials |
| **Year Three –** Rehearsals including Voice and Movement Support / **Term One** Performance of Public Productions / **Term Two** Professional Development /**Term Three** Acting for Camera and Radio / |

**Intensive**

These one/two week periods will be specially designed to meet your group’s learning needs and will vary according to those needs. The intensive will reflect previous or forthcoming unit content in such a way as to further develop or enhance a skill area, or to introduce a complementary or contradictory idea or process that will ultimately help you unlock key aspects of your learning.

Indicative examples might include: induction, specialist workshops and lectures (first year); camera and microphone classes, combat, clowning, industry led master classes, specialist workshops and lectures (second year); bespoke industry-led master classes that specifically correlate with stated DRAMA UK Professional Competencies (third year).

## Learning and Teaching

The course features a number of learning and teaching styles. Some sessions are led by the course leader and team, guest teachers, or visiting professionals. A great deal of emphasis is placed on your own interaction with the challenges and opportunities which the course provides and you are expected to develop an independent and self-directed approach to your studies, which will serve you in your continuing professional development as a lifelong learner. The teaching and learning methods used to enable these outcomes to be achieved and demonstrated are:

* practical sessions (voice based, movement based, acting based, specialist skills based, and masterclasses)
* staff-led lectures including staff/student discussions
* showings of on-going text, ‘pre-text’ and stimulus exploration work
* student research (across all the fields of the degree)
* rehearsals (staff-led and student-led)
* supervised production support work (e.g. craft workshop-based; wardrobe-based)
* productions (Live performance and/or Media based; directed and self-directed)
* tutorials (progress and academic)
* portfolios of collected notes and research
* small group devised projects; staff facilitated and/or assessed
* student presentations.

**The Working Journal**

Due to the personal and developmental nature of the Journal, students are given explicit briefing in the first year in writing tutorials and Working Journal tutorials that their approach to maintaining the Journal should not be unduly driven by its marginal role in formal assessment. The BA (Hons) Acting course promotes an enquiring, creative, and personal / professional approach to performance. Students are required to keep a Working Journal throughout their training. Each unit will make specific critical demands on the student, including technique profiles, performance analysis, and performative writing. Through specific tutorial and seminar guidance, the student will be required to develop his/her ability to form judgements and enhance their understanding of the acting process. This ongoing evaluative process will be articulated variously by means of critical analysis, personal reflection and self / peer appraisal. A student successfully graduating from the BA (Hons) Acting course will have demonstrated the following indicative qualities in his/her Working Journal:

* an analytical and critical understanding of the acting process in relation to his / her own development
* an effective personal analysis of the performance containing reflection on, and insight into, critical incidents in class, rehearsal and performance
* a structured and relevant response to the personal/professional acting processes identified in relation to class work.

The Working Journal is not a Log Book or diary in which the student has to record slavishly the day to day events of the course. It is seen as the professional equivalent of an Artist's Working Journal - a creative statement that will be of critical and practical use in the future. It represents not only an invaluable record of the student's perception of technical exercises, responses, and discoveries, but also a medium for critical self-appraisal and performance appraisal, and as such, it will be fundamental to the development of a constructive critical discourse. You may use extracts from the Working Journal as evidence in your Year 3 DRAMA UK Professional Competencies grid.

**The Personal / Professional**

The notion of the personal is seen as central to the professional development of the student actor/performer, rather than secondary or peripheral to intellectual development and the acquisition and mastery of skills. In this sense the 'wholeness' of the student-actor/performer will be explicitly prioritised and evidenced in the Working Journal. The student will be encouraged to notate and evaluate felt-experiences deriving from the learning and teaching process. The confessional is explicitly discouraged. The Working Journal may be used as an assessment reference and will be required (in extract) to assist in both written and/or spoken course self-assessment. The Working Journal is not independently assessed but it may be called in at any time and may be used for moderation of marks and/or general monitoring.

## Assessment

**Assessment Tasks**

You will be assessed through the following methods:

Reflective portfolios; assessments of practice (e.g. production work; workshop practice); formal and informal student presentations and performance demonstrations; contribution to practical sessions. (The form and quantity of assessments may vary slightly from year to year.)

Each unit within the degree has approximately four or five learning outcomes which are directly drawn from the overall degree learning outcomes. Each unit has formal assessment tasks - with a ‘magnitude’ (i.e. amount or size of task) - which will give students the opportunity to demonstrate that s/he has achieved the learning outcomes of the degree. Assessment criteria show what students will need to demonstrate – or do - to achieve the learning outcomes and in the assessment tasks (e.g. effective use of research). Assessment (or level) descriptors are directly linked to the assessment criteria and indicate the level the student has reached and therefore the level to which the student has achieved the learning outcomes (and the mark awarded to the unit therefore).

**Assessment Criteria**

Work is assessed on evidence of the extent to which you have met the learning outcomes demonstrated through:

* Progress in relevant practice-based techniques and skills
* Collaborative skills
* Autonomous processes
* Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems)
* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry
* Identifying appropriate opportunities to take creative risks
* Testing the validity of presented facts, opinions and hypotheses
* Self-reflection
* Effective use of research
* Communication (of, for example, ideas and concepts)

**Assessment Descriptors**

Work that is marked near a borderline is likely to have characteristics of work in the next closest bracket, but these are outweighed by characteristics described in the bracket in which the work is placed. The languages of these descriptors will be used by staff in feedback to make clear the level the student has reached. In addition, tutors will make reference to the learning outcomes and whether these have therefore been achieved.

85%-100% **A mark in this range is indicative of outstanding and exceptional work.**

You have demonstrated exceptional intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation demonstrating knowledge and understanding of the theoretical and practical field is at a most advanced level demonstrating a rare understanding at undergraduate level of, for example, the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit is at an exceptional level. In taking creative risks you stretched the discipline or explored the territories of inter-disciplinarity in unpredictable and highly exciting ways. Your self-reflection was rigorous and demanding, demonstrating a rare self-awareness. You have managed your own learning at all times and to an impressive level, engaging in unusually detailed and highly focussed research with most rewarding consequences to an exceptional level. You have communicated your ideas most impressively, fully engaging your specialist and/or non-specialist audience/reader. You have worked closely with a group of people at a highly commendable level and/or demonstrated an outstanding level of autonomous decision making.

70-84% **A mark in this range is indicative that the work is of an excellent standard for the current level of your degree programme**

You have demonstrated excellent intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation, demonstrating knowledge and understanding of the theoretical and practical field, is at an advanced level demonstrating an excellent understanding of, for example, the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit is at an outstanding level. In taking creative risks you stretched the discipline in unpredictable and exciting ways or explored the territories of inter-disciplinarity. Your self-reflection was rigorous and demonstrated an unusual level of self-awareness. You have managed your own learning, engaging in detailed and highly focussed research with substantial consequences that is impressive for this level. You have communicated your ideas to an outstanding level, fully engaging your specialist and/or non-specialist audience/reader. You have worked closely with a group of people at a commendable level and/or demonstrated an excellent level of autonomous decision making.

60-69% **A mark in this range is indicative that the work is of a very good standard for the current level of your degree programme.**

You have demonstrated a very good level of intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation demonstrating knowledge and understanding of the theoretical and practical field is at a high level demonstrating a clear understanding of, for example, the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit is at very good level. In taking creative risks you engaged with the discipline, or interdisciplinarity, in thoughtful and provocative ways. Your self-reflection was thorough and you demonstrated a strong level of self-awareness. You have managed your own learning, engaging in detailed research which has been evidenced thoughtfully in your work. You have communicated your ideas very well indeed, engaging your specialist and/or non-specialist audience/reader. You have worked closely with a group of people at a skilled level and/or demonstrated a very good level of autonomous decision making.

50-59% **A mark in this range is indicative that the work is of a very satisfactory to good standard at the current level of your degree programme.**

You have demonstrated a reasonably good or good level of intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation demonstrating knowledge and understanding of the theoretical and practical field is of a sound level. You have demonstrated a clear understanding of, for example, the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit is at a relatively good level. You have taken some creative risks and engaged with the discipline in a reasonably effective way. Your self-reflection was clear and you demonstrated some self-awareness. You have managed your own learning, engaging in some research which has been evidenced in your work on several occasions. In addition, you have communicated your ideas soundly, engaging your specialist and/or non-specialist audience/reader. You have worked closely with a group of people well on the whole and/or demonstrated a reasonable level of autonomous decision making.

40-49% **A mark in this range is indicative that the work is of an acceptable standard at the current level of your degree programme.**

You have demonstrated some intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation demonstrating knowledge and understanding of the theoretical and practical field is of a satisfactory level. You have demonstrated, on occasion, an understanding of, for example, the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit is at a satisfactory level. You have taken occasional creative risks and engaged with the discipline effectively at times. You demonstrated a limited ability in self-reflection and self-awareness. You have managed your own learning on the whole, engaging in some research which has been evidenced in your work to a limited extent. You have communicated several ideas, engaging your specialist and/or non-specialist audience/reader to some extent. You have worked closely with a group of people to a satisfactory level and/or demonstrated autonomous decision making on occasions.

20-39% **A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required at the current level of your degree programme**.

You have demonstrated little intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation demonstrating knowledge and understanding of the theoretical and practical field does not reach a satisfactory level. You have been unable to demonstrate, for example, an understanding of the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit has yet to reach a satisfactory level. You have rarely taken creative risks or engaged with the discipline. You have demonstrated a very limited ability in self-reflection and self-awareness. You have not managed your own learning satisfactorily and you have not evidenced an engagement in research beyond a basic level. You have had difficulty communicating your ideas and engaging your specialist and/or non-specialist audience/reader. You have not reached a satisfactory level of collaboration with a group of people and/or demonstrated autonomous decision making.

0-19% **A** **mark in this range is indicative that the work is far below the standard required at the current level of your degree programme.**

You work shows very limited intellectual engagement (e.g. devising and sustaining arguments and/or solving problems). Your analysis and critical interrogation demonstrating knowledge and understanding of the theoretical and practical field is weak. You have been unable to demonstrate, for example, any understanding of the ambiguity of knowledge. Your demonstration of the skills, practices and/or techniques in this unit is very limited. There has been very little or no evidence of you taking creative risks or engaging with the discipline. Your self-reflection and self-awareness is uninformed and/or is not evident. You have not managed your own learning satisfactorily and you have not evidenced an engagement in research. You have been unable to communicate your ideas or engage your specialist and/or non-specialist audience/reader. You have shown little ability to work in a group and/or you have not demonstrated autonomous decision making.

## Learning Outcomes

Each degree has learning outcomes that demonstrate what a student is expected to learn by taking the degree. In general there are around 20 learning outcomes in each degree. Each unit has four or five learning outcomes which are directly taken from the overall degree learning outcomes. By the end of the degree, all the degree learning outcomes will have been met as the units, together, will have included them.



*Spring Awakening* by Frank Wedekind, public production

Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning which the course provides. If you successfully complete the BA

Acting course at Central:

**You will obtain knowledge and understanding of:**

* (A1) aesthetic, technical, and creative frameworks of a diverse range of performance territories
* (A2) current critical and cultural discourses relevant to the practice of different performance processes
* (A3) personal responsibility and professional codes of conduct.

**You will develop the thinking skills that will enable you to:**

* (B1) analyse and reflect upon critical evaluations (critiques) of your process and performance work
* (B2) engage in independent research, both to inform personal performance practices and to explore practice in diverse professional environments
* (B3) analyse literary, dramatic and performance ‘texts’ using a range of appropriate techniques.

**You will develop the practical skills that will enable you to:**

* (C1) demonstrate acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C2) work thoughtfully, sensitively and responsibly within a range of different productions, and in collaboration with staff and other student groups (e.g. Theatre Practice students) to demonstrate an understanding of relevant theatrical interrelationships within this work.
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.
* (C4) demonstrate acquisition of the DRAMA UK Recorded Media Competencies.

**You will also develop the broader life skills (transferable skills) that will enable you to:**

* (D1) demonstrate acquisition of the DRAMA UK Professional Competencies
* (D2) use a range of ICT skills in the selection, communication and management of information
* (D3) practise generic graduate skills such as communication, decision-making, independent thinking, initiative, problem-solving.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1/Level 4** | **A1** | **A2** | **A3** | **B1** | **B2** | **B3** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** |
| Performance Lab 1 | X | X |  |  | X |  |  |  |  |  |  |  |  |
| Dramatic Technique 1 |  |  |  | X |  |  | X |  | X |  |  |  |  |
| Dramatic Expression 1 |  |  |  | X |  |  | X |  | X |  |  |  |  |
| Acting Fundamentals |  |  | X |  |  | X |  |  | X |  |  |  | X |
| Musical Theatre Practices |  |  |  |  | X | X |  |  | X |  |  |  |  |
| Theatrical Interpretation 1 | X |  |  | X | X |  | X |  | X |  |  |  |  |
| **Year 2/Level 5**  | **A1** | **A2** | **A3** | **B1** | **B2** | **B3** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** |
| Dramatic Technique and Expression 2 |  |  |  |  |  | X | X |  | X |  |  |  |  |
| Methodologies | X | X |  |  | X | X |  |  | X | X |  |  |  |
| Theatrical Interpretation 2 |  |  |  | X | X |  | X | X |  |  |  |  |  |
| **Year 3/Level 6**  | **A1** | **A2** | **A3** | **B1** | **B2** | **B3** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** |
| Public Production |  |  |  |  |  |  | X | X | X |  |  |  | X |
| Industries of Performance |  |  |  |  |  |  |  |  |  | X | X | X | X |

|  |
| --- |
| UNITS |

|  |
| --- |
| PERFORMANCE LABORATORY 1 |
| **Level** | 4 | Credits | 10 | ECTS | 5 |
| Notional Student Study Hours | 100 (c. 50 – 80 scheduled hours; 20 – 50 independent study hours) |
| Unit Leader | Visiting Lecturers |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To introduce how philosophical issues locate within your personal theatrical practice and how theatre history and social / cultural contexts affect our own personal understanding of theatre.

This unit introduces you to one of the key notions of personal performance practice – questioning. Ideas will be ‘discussed’ through research and practice, as you explore key historical, social and cultural questions relevant to performance and your own personal journey as a theatre practitioner.

**Learning Outcomes**

By the end of this unit you will have demonstrated that you have obtained knowledge of and/or engaged with:

* (A1) aesthetic, technical, and creative frameworks of a diverse range of performance territories
* (A2) current critical and cultural discourses relevant to the practice of different performance processes
* (B2) independent research, both to inform personal performance practices and to explore practice in diverse professional environments
* (D3) Practise generic graduate skills such as communication, decision-making, independent thinking, initiative, problem-solving.

Indicative Unit Content

You will study texts /styles/cultural moments within their socio-historical context that will ideally help you to make intelligent, informed, responsible acting choices within your discipline.

**How You Learn**

* 1 x 2 hour lecture/ seminar per week in 8 weeks of each term.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Practical Assessment | 5-10 minutes (Term 3) | Pass/Fail |
| **Assessment Notes** |
| You must achieve a pass in the above element of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems.
* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Appreciation of the uncertainty of knowledge.
* Self-reflection.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| DRAMATIC TECHNIQUE 1 |
| **Level** | 4 | Credits | 20 | ECTS | 10 |
| Notional Student Study Hours | 200 (c. 190 scheduled hours; 10 independent study hours) |
| Unit Leader | Visiting Lecturer(s) |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To identify through technique instruction and embodied craft development your individual vocal and physical technical requirements, habits, and their effect on your developing process as a professional actor.

Voice, body and mind are totally interdependent and form the basis for most forms of dramatic expression. This Unit introduces you to the technical control and flexibility of these elements that the actor must possess, and how fundamentally, all theatrical communication comes from them. Approaching work on your voice and body, through technique instruction and embodied craft development, the unit encourages you to become aware of your personal patterns, natural resources and challenges.

**Learning Outcomes**

By the end of this unit you will:

* (B1) analyse and reflect upon critical evaluations (critiques) of your process and performance work
* (C1) demonstrate acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.

Indicative Unit Content

Work centres on physical and vocal technical awareness, including expansion and enhancement of vocal and physical skills through release of tension, posture, vocal exercises and muscle extension. The student may examine various techniques for body/voice training, including Berry, Cunningham, Graham, Yoga, Grotowski, Lecoq, Lessac, Linklater, and Rodenberg. Through these you will seek to acquire a fundamental technical knowledge about your voice and body, and an appreciation of the interactive relationship between mind, body, voice and will - in process and performance.

**How You Learn**

Staff-led workshops, presentations, rehearsals and technique classes:

* 2 x 2 hour workshops in vocal technique per week for 8 weeks
* 2 x 2 hours workshops in movement per week for 8 weeks.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Practical Voice | 10-15 minutes (Term 3) | Pass/ Fail |
| Movement Fundamentals | 10-15 minutes (Term 3) | Pass/ Fail |
| Technical Voice (Accents) | 5-10 minutes (Term 3) | Pass/ Fail |
| Dance Technique (Ballet) | 15-20 minutes (Term 2) | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Progress in relevant practice-based techniques and skills.
* Self-reflection.
* Communication (of, for example, ideas and concepts).
 |

|  |
| --- |
| DRAMATIC EXPRESSION 1 |
| **Level** | 4 | Credits | 20 | ECTS | 10 |
| Notional Student Study Hours | 200 (c. 190 scheduled hours; 10 independent study hours ) |
| Unit Leader | Visiting Lecturer(s) |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To identify relationships between voice, movement and the emotional/intellectual impulse in different vocal and physical modes by developing your understanding of the expressive nature of the body and voice.

**Learning Outcomes**

By the end of this Unit you will:

* (B1) analyse and reflect upon critical evaluations (critiques) of your process and performance work
* (C1) demonstrate acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.

Indicative Unit Content

Body and Voice form the basis of an actor’s theatrical communication and expression. Taught within strands, this unit seeks to develop your awareness of their expressive qualities, and seeks to explore their connection with dramatic and poetic texts: personal, contemporary, and classical.

**Acting Musical Theatre Pathway**

Through this unit, and introduction to a variety of techniques, you will explore the expression of self and story through both vocal and physical means. A variety of techniques will explore qualities such as understanding of rhythm within text and song, understanding representations of pitch in both physical and vocal languages, investigating various textual forms such as the Lyric, the Narrative, and the Sonnet. You will also investigate the connection to subtext through physical and vocal language usage, including various song and dance genres and styles.

**How You Learn**

* Some classes will be devoted to the combination of voice and boy into dual expression.
* Approx. 2 x 2 hour workshops in vocal expressive techniques per week for 8 weeks.
* Approx. 2 x 2 hour workshops in movement expressive techniques per week for 8 weeks.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Expressive Voice (Spoken) | 10-15 minutes (Term 3) | Pass/ Fail |
| Dance Expression (Jazz)  | 10-15 minutes (Term 3) | Pass/ Fail |
| Dance Expression (Contemporary) | 10-15 minutes (Term 3) | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Effective use of research.
* Communication (of, for example, ideas and concepts).
 |

|  |
| --- |
| ACTING FUNDAMENTALS |
| **Level** | 4 | Credits | 20 | ECTS | 10 |
| Notional Student Study Hours | 200 (c. 180 scheduled hours; 20 independent study hours) |
| Unit Leader | Vesna Stanojevic |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To acquire, apply and integrate a range of acting techniques and terminologies through active participation in the development of your own personal responsiveness to dramatic writing, acting processes, and appreciation of professional Competencies.

This unit is composed of two interrelated components:

* Acting Technique
* Text Analysis.

You will be introduced to the fundamentals of creative, analytical and expressive processes of acting and will involve work on the ‘building blocks’ of both individual (self) and group (working from the other) expression and analysis. The unit creates opportunities to apply these skills to the interpretation, inhabitation and communication of both contemporary and historically distanced play-texts, characters, ideas and action. This will involve work on discovering how the dramatist conceives and constructs action and ideas. Underpinning your study and experimentation is the explicit desire for the development of critical, self-aware, disciplined, controlled and challenging artist-creators.

**Learning Outcomes**

By the end of this unit you will have:

* (A3) personal responsibility and professional codes of conduct
* (B3) analysed literary, dramatic and performance ‘texts’ using a range of appropriate techniques.
* (C3) demonstrated independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos
* (D3) practised generic graduate skills such as communication, decision-making, independent thinking, initiative, problem-solving.

Indicative Unit Content

**Acting** **Technique**

Acting Technique engages you with a diverse range of acting exercises and skills-based classes and considers their potential and relevance to your own emerging/developing work as a creative artist. The unit interrogates key principles and techniques of acting such as character and characterisation; acting as doing; improvisation; spontaneity and sense of play; motivation for and justification of actions; developing a sense of audience; observation of real life and exterior reality; the expression of personal ‘truth’.

**Text Analysis**

Text Analysis engages you with a range of established methods of script analysis, and considers their potential and relevance to your own emerging / developing work as a creative artist and reflective practitioner. The unit interrogates key principles and techniques of text and character analysis such as character intentions; obstacles; transitive verb actioning; uniting; back-story; inciting incident; subtext; dramatic climax; resolution; conflict; atmospheres; character spine; super-objective; given circumstances; activities and actions; psycho-physical approaches; speech acts; rhetoric and linguistic idiom.

**How You Learn**

* 2 x 2 hour workshops per week for 8 weeks each term.
* Some classes will be devoted to the combination of both Acting Technique and Text Analysis.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Acting Technique | 20-30 minutes (Term 3) | Pass/ Fail |
| Text Analysis | 20-30 minutes (Term 2) | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems).
* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Progress in relevant practice-based techniques and skills.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| THEATRICAL INTERPRETATION 1 |
| **Level** | 4 | Credits | 30 | ECTS | 10 |
| Notional Student Study Hours | 300 (c. 250-280 scheduled hours; 20-50 independent study hours) |
| Unit Leader | Vesna Stanojevic |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To apply the practical experience of your class work through a range of text based and non-text based rehearsal and performance contexts where you will be required to access the wide range of theories and practical techniques that have been encountered in other units.

**Learning Outcomes**

By the end of this unit you will have demonstrated that you have obtained knowledge of and/or engaged with:

* (A1) aesthetic, technical, and creative frameworks of a diverse range of performance territories
* (B1) analyse and reflect upon critical evaluations (critiques) of your process and performance work
* (B2) engage in independent research, both to inform personal performance practices and to explore practice in diverse professional environments
* (C1) demonstrate acquisition of Acting, Movement and Voice Competencies appropriate to your level of study
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.

Indicative Unit Content

This unit will require you to interrogate selected paradigmatic modes of performance, and through progressive and developmental engagement with these each term, demonstrate your ownership of the processes by which such performances are created. The critical, research and analytical skills explored in Text Analysis and Performance Laboratory will provide the necessary analytical framework from which your practical engagement with this unit will occur. Extended extracts will be selected. As appropriate, research tasks/ presentations will be set prior to the start of rehearsals.

The following indicative genres are given, and will be followed by all three specialist strands from a perspective germane to the specialist pathway:

Historical Naturalism/ Realism (Term 2) Ibsen, Gorky, Chekhov, Strindberg

Classical Comedy (Term 3) Shakespeare, Jonson, Moliere.

**How You Learn**

* Staff-led rehearsals and workshops.
* Individual writing (Working Journal).
* 1 x 3 hour workshop per week in term one.
* 2 x 3 hour workshop per week in term two.
* 3 x 3 hour workshop per week in term three.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Animal Studies | 20-30 minutes (Term 1) | Pass/ Fail |
| Clowning | 15-20 minutes (Term 2) | Pass/ Fail |
| Term 2 Rehearsal Process | Continuous assessment | Pass/ Fail |
| Term 2 Presentation | 60 minutes | Pass/ Fail |
| Term 3 Rehearsal Process | Continuous assessment | Pass/ Fail |
| Term 3 Presentation  | c. 90 – 120 minutes | Pass/ Fail |
| Summative Essay | 1,500 Words | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Appreciation of the uncertainty of knowledge.
* Self-reflection.
* Effective use of research.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| MUSIC THEATRE PRACTICES |
| **Level** | 4 | Credits | 20 | ECTS | 10 |
| Notional Student Study Hours | 200 (c. 180 scheduled hours; 20 independent study hours) |
| Unit Leader | Wendy Gadian |
| Programme(s) for which the unit is mainly intended | Acting (Musical Theatre ) | Core |
| **Prerequisite Learning** | None |

**Aims**

To develop an understanding (as an actor who sings) of the integrated dramaturgy through which the various components of the musical (book, music, lyrics) may be combined to create an integrated work.

**Learning Outcomes**

By the end of this unit you will have:

* (B2) engage in independent research, both to inform personal performance practices and to explore practice in diverse professional environments
* (B3) analyse literary, dramatic and performance ‘texts’ using a range of appropriate techniques
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.

Indicative Unit Content

This unit is the discipline ‘annex’ where the skills that you more closely identify with (your strand) are interrogated. You will notice that whilst the unit has a comparable set of Intended Learning Outcomes they will be realised through and by different assessment activities which might range from written submission to performance. This unit will develop a range of practical collaborative and devising skills.

This unit will introduce you to a range of specialist skills necessary to the music theatre repertoire. Through progressive and developmental engagement with an extensive range of stylistic settings, you will be required to demonstrate your understanding and ownership of the processes by which such genres are created. In addition, you will be offered a series of individual singing lessons in order to develop technical aspects introduced in this unit. You will be encouraged to develop your individuality with a particular emphasis on extended vocal technique and the matching of vocal quality and texture to the acting demands of a song. Along with sight-singing, aural training, and music theory, you will learn how to analyze a song and approach it as an acting monologue. You will be introduced to the notion of storytelling through song and experiment with a diverse range of real-life observations, text and non-text-based contexts (including improvisation), and reflective observations of self and other. This work will provide the groundwork for the rehearsal and performance work to be undertaken in Theatrical Interpretation I. It is assessed through presenting Staged Extracts at two points in the year.

**How You Learn**

* Staff-led workshops and presentations.
* Individual/group fieldwork and research.
* Self-managed study and practice.
* 2 x 3 our workshops per week in 8 weeks of each term.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Acting Through Song | 5-10 minutes (Term 3) | Pass/ Fail |
| Ear Training and Ensemble Singing | 15-20 minutes (Term 2) | Pass/ Fail |
| Song and Dance | 15-20 minutes (Term 3) | Pass/ Fail |
| Solo Singing | 3-5 minutes (Term 3) | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Progress in relevant practice-based techniques and skills.
 |

|  |
| --- |
| DRAMATIC TECHNIQUE AND EXPRESSION 2 |
| **Level** | 5 | Credits | 20 | ECTS | 10 |
| Notional Student Study Hours | 200 (c. 190 scheduled hours; 10 independent study hours).  |
| Unit Leader | Visiting Lecturer(s) |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting (all strands) | Core |
| **Prerequisite Learning** | None |

**Aims**

To increase the development of your own personal physical and vocal technique by developing an embodied knowledge of the skills required to work with heightened theatrical context and text.

To identify and demonstrate an understanding of the physical and vocal structures and energies that lie in heightened language and heightened physical expression, and in so doing, engage with a wide range of theoretical perspectives from the field of performing heightened text and heightened style.

**Learning Outcomes**

By the end of this unit you will have:

* (B3) analyse literary, dramatic and performance ‘texts’ using a range of appropriate techniques
* (C1) demonstrate acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.

Indicative Unit Content

In life, the way a person uses (or does not use) language and physical gesture is part of the essence of that person. An actor must seek to apply this principle in developing a level of craft that will bring life to the character and to the play. In this unit, you will explore the relationship between technique and self, and continue to further develop the strength, stamina, flexibility and control of your physical and vocal technique.

Building on the work of Dramatic Technique I and Dramatic Expression I, you will explore the essential ‘balance’ between the technique and emotional freedom required of the heightened style. You will work further to integrate technique as personally expressed in performance which may lie outside of your personal experience, and is often historically distant.

This unit is composed of two components: dramatic expression and dramatic technique continuing the work begun in the first year. The unit is divided and taught by pathway.

**Musical Theatre course**

You will continue your development of techniques of dance and voice both spoken and sung. In these voice classes you will develop more conscious control of the components of the larynx and develop a greater understanding of the vocal qualities at use in music theatre. You will also explore in more depth the study of different vocal exercise and their usage with regard to pitch, resonance and volume. Voice studies will also continue to bridge spoken and sung voice. In physical classes, you will develop movement skills, different jazz dance styles, and develop an understanding of the use of dance as storytelling in music theatre. You will continue your investigation of contemporary dance and begin to incorporate styles from the traditional to the more contemporary.

You will continue the development of your expressive skills through increasingly detailed work in dance and voice (both spoken and singing). In vocal expression, you will investigate with increasing sophistication the use of vocal techniques as modes of expression included an ability to demonstrate knowledge of articulation analysis, diction, phrasing, projection, and vocal and bodily gesturing within the use of text and sung text. You will increase you usage of dialects in sung and spoken text, understanding the technical implication of using dialects in music theatre repertoire, to do this you will investigate a number of voice/diction analysis techniques including Berry, Lessac, Rodenburg, Linklater and Estill. You will also increase the sophistication of forms of poetic analyses available to you, including Greek verse and Restoration verse. In dance, you will look at the expressive qualities of music theatre movement as a means of storytelling, including jazz dance and character movement and dance.

**How You Learn**

* Staff-led presentations and discussions.
* Panel discussions and seminar discussions.
* Individual/group fieldwork and research.
* Individual writing.
* 2 x 2 hour workshops in vocal technique per week in 8 weeks.
* 2 x 2 hour workshops in movement technique per week in 8 weeks.
* 2 x 2 hour workshops in vocal expressive technique per week in 8 weeks.
* 2 x 2 hour workshops in movement expressive technique per week in 8 weeks.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Dance Technique (Ballet) | 15-20 minutes (Term 2) | Pass/ Fail |
| Movement Technique | 5-10 minutes (Term 2) | Pass/ Fail |
| Song and Dance Technique | 20-30 minutes (Term 2) | Pass/ Fail |
| Spoken Voice Expression (American/ Restoration) | 15-20 minutes (American Term 1, Restoration Term 2) | Pass/ Fail |
| Spoken Voice Technique (Accents) | 5-10 minutes (Term 2) | Pass/ Fail |
| Dance Expression (Jazz) | 15-20 minutes (Term 2) | Pass/ Fail |
| Dance Expression (Tap/ Contemporary) | 15-20 minutes (Term 2) | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| THEATRICAL INTERPRETATION 2 |
| **Level** | 5 | Credits | 60 | ECTS | 30 |
| Notional Student Study Hours | 600 (dc. 500-520 scheduled hours; 80-100 independent study hours) |
| Unit Leader | Visiting Lecturer(s) & Wendy Gadian |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To apply the practical experience of your level 5 (second year) class work through a range of text based and non-text based rehearsal and performance contexts where you will be required to access the wide range of theories and practical techniques that have been encountered in other units and develop a clear understanding of the professional expectations of actors in rehearsal and performance.

**Learning Outcomes**

By the end of this unit you will have:

* (B1) analyse and reflect upon critical evaluations (critiques) of your process and performance work
* (B2) engage in independent research, both to inform personal performance practices and to explore practice in diverse professional environments
* (C1) demonstrate acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C2) work thoughtfully, sensitively and responsibly within a range of different productions, and in collaboration with staff and other student groups (e.g. Theatre Practice students) to demonstrate an understanding of relevant theatrical interrelationships within this work.

Indicative Unit Content

This unit involves further practical rehearsal and workshop-based exploration that will enable you to further integrate and interrogate the key principles and methodologies of your chosen specialist area. This unit will require you to interrogate selected paradigmatic modes of performance, and through progressive and developmental engagement with these each term, demonstrate your ownership of the processes by which such performances are created. The critical, research and analytical skills explored in Text Interpretation and Performance Laboratory will provide the necessary analytical framework from which your practical engagement with this unit will occur. Entire or edited texts will be chosen at Level five. As appropriate, research tasks / presentations will be set prior to the start of rehearsals.

The unit will focus on three genres:

* 20th Century American (Term 1)
* Comedy of Manners (Term 2)
* Classical Tragedy (Term 3).

**How You Learn**

* Staff-led presentations and discussions.
* Panel discussions and seminar discussions.
* Individual/group fieldwork and research.
* 2 x 3 hour workshops during intensives per term.
* 3 x 3 hour workshops per week in terms one and two.
* 5 weeks full time rehearsal in term three.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| American  | c. 120 minutes | 20% |
| Comedy of Manners  | c. 120 minutes | 25% |
| Classical tragedy  | c. 120 minutes | 50% |
| Summative essay | 1,500 words | 5% |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit. This unit contributes 25% of the overall mark for the degree. |
| **Assessment Criteria** |
| * Intellectual engagement (e.g. devising and sustaining arguments and/or solving problems).
* Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Effective use of research.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| METHODOLOGIES: MUSICAL THEATRE |
| **Level** | 5 | Credits | 40 | ECTS | 20 |
| Notional Student Study Hours | 400 (c. 370 scheduled hours; 30 independent study hours). |
| Unit Leader | Wendy Gadian |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting (Musical Theatre pathway) | Core |
| **Prerequisite Learning** | None |

**Aims**

To acquire, apply and integrate a range of acting techniques and terminologies that embody a range of discipline specific skills, techniques and complex aesthetic frameworks as a critical and creative agent in the development of your own personal responsiveness to dramatic writing.

To develop and apply a range of thinking skills that recognise (through performance) various grounds of thought in the historical cultural / social agendas which inform and organise professional performance practice

To explore and understand the integrated dramaturgy through which the various components of the musical (book, music, lyrics) may be combined to create an integrated art work

**Learning Outcomes**

By the end of this unit you will have:

* (A1) aesthetic, technical, and creative frameworks of a diverse range of performance territories
* (A2) current critical and cultural discourses relevant to the practice of different performance processes
* (B1) analyse and reflect upon critical evaluations (critiques) of your process and performance work
* (B2) engage in independent research, both to inform personal performance practices and to explore practice in diverse professional environments
* (C1) demonstrate acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C2) work thoughtfully, sensitively and responsibly within a range of different productions, and in collaboration with staff and other student groups (e.g. Theatre Practice students) to demonstrate an understanding of relevant theatrical interrelationships within this work
* (C3) demonstrate independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.

Indicative Unit Content

This unit is comprised of three components: the Performance Laboratory, Acting Methodologies and a strand specific component.

Acting Methodologies component: building on the work of Acting Fundamentals, this unit is composed of two interrelated strands – Acting Approaches and Text Interpretation – and works towards an embedding and articulation of your developing acting process (including script-based analytic strategies). The unit will involve applying the ‘building blocks’ of Level One study to the practical and theoretical exploration of language and dramatic action in formulating and discriminating between a variety of possible interpretations of play-texts in rehearsal and performance in either real or projected settings. Acting Methodologies engages you with a diverse range of established methods, techniques and theories of, and concerned with, acting methodology and considers their potential and relevance to your own developing work as a creative artist and reflective practitioner. The unit interrogates complex and challenging principles and techniques of acting such as emotional investment, connectedness and availability; specificity of thought, impulse and action; endowment and substitution; the notion and challenge of size, stature and dimension, work ‘on’ and ‘alongside’ text; the relation of personal ‘truth’ to notions of dramatic and aesthetic ‘honesty’.

Text Interpretation engages you with a range of established methods / frameworks of play interpretation, and considers their potential and relevance to your own emerging / developing work as a creative artist and reflective practitioner. The unit interrogates key principles and techniques of text and performance analysis such as plot, style, thought, language, action, theatricality, scenography, preferred meaning, audience reception, and historical period.

Performance Laboratory component: building on Performance Laboratory I, this component introduces you to some of the ‘answers’ presented to philosophical question by theatre makers, playwrights and other theorists/philosophers. Through a range of diverse and contemporary material you will examine how theatre practitioners site themselves around these debates, and you will seek to articulate how these debates develop the theatre and acting around them, particularly how playwrights and theatre makers have engaged and posed answers of their own.

Through the lens of varying contemporary and classical theatrical texts, you will investigate how socio cultural positions impact on those texts and the wide variation in answers posed to great unflinching questions. By situating the theatre maker as theoretician this unit investigates how the questions raised by thinkers throughout history have found resonance and development in performance work.

Music Theatre Practices: This component is directly linked to your chosen specialist area and continues to develop work introduced in Acting Musical Theatre in year 1. All there stands undertake a similar component but in an appropriately distinctive way. This component is therefore the discipline ‘annex’ where the skills that you more closely identify with your strand are interrogated. You will notice that whilst the component has a comparable set of intended learning outcomes, they are realised through and by different assessment activities which might range from written submission to performance.

This component will interrogate the range of musical theatre vocal skills introduced in the first year (level 4). Through sophisticated engagement with an extensive range of stylistic settings, you will be required to demonstrate your understanding and ownership of representative examples of the musical theatre repertoire including the libretto - the art of lyric-writing and the structure and staging of musicals You will be asked to extend your understanding of actor musicianship into different styles and genres.

You will be encouraged to develop your own ability to analyse the structure of musical theatre texts by way of group discussion, practical application, and self-reflection. You will continue to be offered a series of individual singing lessons in order to develop technical aspects introduced at Level 4 Sight-singing and aural training will continue to afford you the chance to develop your instinctive reaction to style, idiom and genre.

**How You Learn**

* Staff-led workshops, presentations and discussions.
* Panel discussions and seminar discussions.
* Individual/group fieldwork and research.
* Individual writing.
* Practical sessions.
* Guest Speakers.
* Directed fieldwork and research.
* 1 x 2 hour session for 21 of the 30 academic weeks timetables in the second year.
* 1 x 2 hour lecture/ seminar or practical exploration per week in 8 weeks.
* 2 x 3 hour workshops per week 8 weeks of each term.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Acting Technique/ Scene Study | 10-15 minutes (Term 2) | Pass/ Fail |
| Acting Methodologies | 45-60 minutes (Intensive Term 1) | Pass/ Fail |
| Performance Lab 2 | 10-15 minutes (Term 2) | Pass/ Fail |
| Acting Through Song | 10-15 minutes (Term 1) | Pass/ Fail |
| Staged Musical (Sondheim) | c. 120 minutes (Term 2) | Pass/ Fail |
| Solo Singing | 10 minutes (Term 3) | Pass/ Fail |
| Ensemble Performance(incorporated in to third year production) | c. 120 minutes (Term 2) | Pass/ Fail |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit.  |
| **Assessment Criteria** |
| * Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Appreciation of the uncertainty of knowledge.
* Self-reflection.
* Effective use of research.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| INDUSTRIES OF PERFORMANCE |
| **Level** | 6 | Credits | 40 | ECTS | 20 |
| Notional Student Study Hours | 400 hours (c. 260-300 scheduled hours; 100-140 independent study hours)Recorded Voice (c. 80 hours taught / c.20 hours student managed learning)Performance for Camera (c. 100 hours taught / c. 20 hours student managed learning)Industry Showcase (c80 hours taught / c. 30 student managed learning)Professional Preparation (c. 30 hours taught / c. 40 hours student managed learning) |
| Unit Leader | Wendy Gadian & Visiting Professionals |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting  | Core |
| **Prerequisite Learning** | None |

**Aims**

To prepare you for professional practice by providing you with a broad range of industry skills, recorded media skills and an Industry Showcase.

**Learning Outcomes**

By the end of this unit you will have:

* (C4) demonstrated acquisition of the DRAMAUK Recorded Media Competencies
* (D1) demonstrated acquisition of the DRAMAUK Professional Competencies
* (D2) used a range of ICT skills in the selection, communication and management of information
* (D3) practised generic graduate skills such as communication, decision-making, independent thinking, initiative, problem-solving.

Indicative Unit Content

The unit formalises your transition from personal development planning to a more vocationally orientated model of skills acquisition and updating, career development profiling and industry research. The unit will introduce you to the specialist vocal skills required in the production and commercial application of the recorded and broadcast voice and the skills, techniques and craft vocabularies required by the actor/performer in acting for camera. Additionally, the unit will continue to equip you with a detailed understanding of professional contexts and offers you valuable links to the profession. Visiting professionals and course staff will advise, encourage reflection and articulation of practice, and create appropriate professional opportunities and contacts where appropriate. The unit encourages you to become creative, independent and critically reflective practitioners who upon graduation will have acquired the skills, experience and industry knowledge to enable you to make a significant contribution to the cultural industries as an artist-creator.

**Recorded Voice** You will be introduced to the specialist vocal skills required in the production and commercial application of the recorded and broadcast voice. You will explore the vocal modifications required by the recorded voice and will be required to evidence your practical and theoretical understanding of the professional recording studio. In association with the BBC, you will be offered a unique opportunity to audition for the BBC Radio Drama Company (The Carleton Hobbs Competition). Though not academically assessed or part of the overall academic requirement, it is felt that the opportunity to test professional standards in this area (in the presence of a distinguished panel of professional radio producers and actors), will be invaluable and appropriate to unit learning outcomes. You must demonstrate quite exceptional virtuosity and broadcast voice ability to be awarded a professional contract which is externally awarded the BBC. The contract does not contribute to the overall assessment of the unit.

**Performance for Camera** Having fully experienced the diverse range of live performance settings in Levels 1/2/3, you will now be introduced to the additional technical skills required by the actor for camera acting. You must evidence your own practical and theoretical understanding of the indicative stylistic modifications required by camera including the professional recording studio, location shoot, sound and light, continuity, the single and multi-camera shoot, close-up / medium and long shot, and camera voice including voice-over.

**Industry** **Showcase** is implicitly located within the student’s own actual performance experience and growing professional orientation - underlying the notion that research and individual responsibility for learning, is by definition an essential element of the thinking actor/performer’s craft.

**Professional Preparation** requires you to develop and demonstrate that you have acquired a range of core skills and industry knowledge through industry career lectures and seminars, mock interviews and auditions, independent research into the business of acting, self-directed career planning and profiling, interviews, mentoring arrangements with working artists. You will improve your capacity to understand what and how you are learning, and to review, plan and take personal responsibility for your own career development, and future learning. You will be required to maintain a ‘live’ folder of professional preparation documents including your emerging cv, industry correspondence, career strategies, research into industry settings etc. This will have a cover page that is the DRAMAUK Professional Competencies grid (see p. 28). This will be seen by a tutor.

**How You Learn**

* \*Tutor / Visiting Professional – led sessions and facilitation.
* Intensive short-course under visiting professional guidance and tutelage.
* Self directed research / compilation / evaluation of PDP portfolio materials (CV; audition pieces; songs; ‘Headshots’ etc).
* Practical tutor-led classes in a professional studio or location setting.

.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Radio | 15 minutes | 20% |
| Camera | 15 minutes | 20% |
| Showcase | 90 minutes | 40% |
| Professional Preparation | Portfolio submission  | 20% |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit. This unit contributes 25% to the mark for the degree. |
| **Assessment Criteria** |
| * Analysis and interrogation, demonstrating knowledge and understanding some of which is at the forefront of the theoretical and practical field/industry.
* Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Self-reflection.
* Effective use of research.
* Communication (of, for example, ideas and concepts).
* Successful collaborative and/or autonomous processes.
 |

|  |
| --- |
| PUBLIC PRODUCTION |
| **Level** | 6 | Credits | 80 | ECTS | 40 |
| Notional Student Study Hours | 800 (c. 600 scheduled hours; 200 independent study hours) |
| Unit Leader | Wendy Gadian & Visiting Professionals |
| Programme(s) for which the unit is mainly intended | BA (Hons) Acting | Core |
| **Prerequisite Learning** | None |

**Aims**

To provide the enabling conditions for you to work with in production contexts that replicate as fully as possible current professional practice, the director placing total emphasis on the actor’s embodiment of performance craft.

**Learning Outcomes**

By the end of this unit you will have:

* (C1) demonstrated acquisition of DRAMAUK Acting, Movement and Voice Competencies appropriate to your level of study
* (C2) worked thoughtfully, sensitively and responsibly within a range of different productions, and in collaboration with staff and other student groups (e.g. Theatre Practice students) to demonstrate an understanding of relevant theatrical interrelationships within this work
* (C3) demonstrated independence and self-reliance within the creative process, applying skills autonomously and sustaining a professional working ethos.
* (D3) practised generic graduate skills such as communication, decision-making, independent thinking, initiative, problem-solving.

Indicative Unit Content

The Level 6 (final year) **Public Production** will challenge your personal performance process with theatrically complex and demanding plays selected from non-realistic and realistic modes of performance. The unit will offer you the opportunity for collaboration with the technical elements of design, light, sound, costume, etc. Prior to this point, technical collaboration will have been generally quite ‘low key’ – you will have been introduced to different technical elements in year 2 including light, sound, costume etc, - and may well have used different mediatised technologies in the Theatrical Interpretation 2 unit, but in year three you will have the opportunity to work alongside a diverse range of technological and scenographic elements as studied by students of the DRAMAUK accredited BA (Hons) Advanced Theatre Practice course.

**How You Learn**

* 3 public productions.
* 4 weeks intensive rehearsal.
* 1 production week (approx 5 performances).
* Full time rehearsal and performance.

|  |
| --- |
| **Assessment Summary** |
| Type of task *(e.g. essay, report, group performance)*  | Magnitude *(e.g. No of words, time, etc.)*  | Weight within the unit*(e.g. 50%)*  |
| Public Production | c. 150 minutes  | 33.3% |
| Public Production  | c. 150 minutes | 33.3% |
| Public Production  | c. 150 minutes | 33.3% |
| **Assessment Notes** |
| You must achieve a pass in all the above elements of assessment to pass the unit. This unit contributes 50% to the mark for the degree. |
| **Assessment Criteria** |
| * Progress in relevant practice-based techniques and skills.
* Taking creative risks, as appropriate.
* Successful collaborative and/or autonomous processes
 |

# **READING LIST**

**PERFORMANCE LABORATORY 1**

Auslander,P. (1999) *Liveness*, London, Routledge.

Carlson, M. (1993) *Theories of the Theatre,* Ithaca and London, Cornell UP.

Pavis, P (1992) *Theatre at the Crossroads of Culture,* London, Routledge.

Schechner, R (2006) *Performance Studies,* London, Routledge.

Zarrilli, P (2006) *Theatre Histories,* London, Routledge.

**DRAMATIC TECHNIQUE 1**

Anderson, B. (1980) *Stretching,* New York, Shelter Publications.

Berry, C (1973) *Voice and the Actor,* London, Harrap Limited.

Berry, C. (1987/2000) *The Actor and the Text*, London, Virgin.

Colaianni, L. (1994) *The Phonetics and Accents*, New York, D B Publishers.

Dennis, A. (2002) *The Articulate Body: The Physical Training of the Actor,* Nick Hern Books

Feldenkrais, M. (1990) *Awareness Through Movement*, London, Penguin.

Grant, A. (1991) *Grant’s Atlas of Anatomy*, London, Williams & Wilkins.

Hodge, A. (2004) *Actor Training*, London, Routledge.

Hughes, A. & Trudgill, P.(1979) *English Accents & Dialects,* Cambridge, Arnold.

Laban, R. (1980) *Mastery of Movement,* New Jersey, Northcote House.

Lessac, A. (1997) *Use & Training of the Human Voice*, New York, Mayfield.

Linklater, K. (1976) *Freeing the Natural Voice*, New York, D B Publishers.

Taylor, G. and Wilson, P. (2015) *Dramatic Adventures in Rhetoric,* Oberon Books

**DRAMATIC EXPRESSION 1**

Barba, E. (1998) *The Secret Art of the Performer*, London, Routledge.

Berry, C (1974) *An Actor and the Text*, London, Macmillan Publishers.

Darwin, C. (1965) *The Expression of Emotion of Men and Animals,* UCP.

Fletcher, A. (2001) *The Art of Looking Sideways*, London, Routledge.

Fogerty, E. (1929) *Speaking English Verse*, London, Dent.

Franklin, E (1996) *Dance Imagery for Technique and Performance*, H K.

Lecoq, J. (2002) *The Moving Body (Le Corps Poétique*), London, Methuen.

Linefeed, P. (2000) *A Course in Phonetics*, New York, Thomson Learning.

Linklater, K. (1992) *Freeing Shakespeare’s Voice*, NY, Theatre Communications.

McCallion, M. (1988) *The Voice Book*, London, Faber and Faber.

Richards, Thomas (1995) *At work with Grotowski on Physical Actions* Routledge.

Rodenburg, P. (1999) *The Need for Words*, London, Methuen.

Tuffnal, M. (1983) *Body Space Image*, New York, Dance Books.

Wigman, M. (1996) *The Languages of Dance*, Ohio, Wesleyan UP.

**ACTING FUNDAMENTALS**

Benedetti, J. (2000) *Stanislavski: An Introduction*, London, Methuen

Benedetti, J (2008) An Actor’s Work, Routledge

Chaikin, J. (1972) *The Presence of the Actor,* New York, Atheneum

Chekhov, M (2002) *To the Actor: On the Technique of Acting* London, Routledge

Chekhov, M. (2005), (eds. Kirillov, A & Merlin, B), *The Path of the Actor,* Routledge

Donnellan, D (2002) *The Actor and Target,* Nick Hern Books

Merlin, B. (2001) *Beyond Stanislavsky,* Nick Hern Books

Merlin, B. (2007) *The Complete Stanislavsky Toolkit,* Nick Hern Books

Merlin, B. (2010) *Acting The Basics,* Routledge

Stanislavski, K. (1980) *An Actor Prepares,* Methuen

Hagen, U. (1991) *Challenge for the Actor*, New York: Scribner

Hayman, R. (1999) *How to Read a Play,* Chicago, Oberon

**MUSIC THEATRE PRACTICES**

Block, G. (1997) *Enchanted Evenings: The Broadway Musical from Show Boat to Sondheim,* Oxford University Press

Deer, H. & Dal Vera, R. (2008) *Acting in Musical Theatre: A Comprehensive Course,* Routledge

Everett, W.& Laird P (2008) *The Cambridge Companion to the Musical (2nd Ed),* Cambridge University Press

Hytner, N. (10 March 2002) *When Your Characters Are Speechless, Let ‘Em Sing,* New York Times, Arts & Leisure Section 7

Kenrick, J. (2017) *Musical Theatre, A History (Second Edition),* Bloomsbury Methuen Drama

Keyes, G. (2004) *Singing and the Actor,* A&C Black

Morley, S. (1987) *Spread a Little Happiness: The First Hundred Years of the British Musical,* Thames and Hudson

Steyn, M. (1997) *Broadway Babies, Say Goodnight: Musicals Then and Now,* Faber and Faber

**DRAMATIC TECHNIQUE & EXPRESSION 2**

**Dramatic Technique:**

Allain, P. (2002) *The Art of Stillness: The Theatre Practice of Tadashi Suzuki*, London, Methuen.

Clark, J. (1995) *An Introduction to Phonetics and Phonology* Blackwell

Colaianni, L. (1994) *The Joy of Phonetics and Accents*, London, Drama Pub

Hughes, D. & Trudgill, H. (1995*) English Accents and Dialects* (3rd edition) New York, Arnold

Keen, S. (1999) *Learning to Fly: Trapeze - Reflections on Fear, Trust and the Joy of Letting Go*, New York, Broadway Books

Laban, R. and Ullman, L. (ed) (1988) *Mastery of Movement*, Northcote House, Princeton Books

Ladefoged, P. (1993) *A Course in Phonetics* (3rd edition), New York, Thomson

Roach, P. (2000) *English Phonetics and Phonology: A Practical Course*, Cambridge, Cambridge University Press

**Dramatic Expression:**

Banbridge Cohen, B. (1993) *Sensing, Feeling and Action*, US, Contact Editions

Rolfe, B. (1985) *Movement for Period Plays*, London, Personal Books

Rodenburg, P. (1993) *The Need for Words*, London, Methuen Publishing Ltd

Turner, C. (1977) *Voice and Speech in the Theatre*, London, Pitman

**METHODOLOGIES MUSIC THEATRE**

**Performance Laboratory:**

Carlson, M. (1993) *Theories of the Theatre,* Ithaca and London, Cornell UP.

Etchells, T, (1999) *Certain Fragments*, Routledge, London

Kershaw, B (2001), *The Politics of Performance*, Routledge, London

Saint-Denis. M (1960) *Theatre: The Rediscovery of Style*, NY, Theatre Arts.

**Acting Methodologies:**

Herrington, J. (1998) *Ain't Sorry for Nothin' I Done: August Wilson's Process of Playwrights,* New York, Limelight Editions.

Morris, E. (1992) *Irreverent Acting*, Los Angeles, Ermor Enterprises

Oida, Y. and Marshall, L. (2002) *The Invisible Actor,* London, Methuen

Richards, T. (1995) *At Work with Grotowski on Physical Actions*, London, Routledge

Stanislavski, K. (1980) *Creating a Role*, London: Methuen

**Music Theatre Practices:**

Banfield, S. *Sondheim’s Broadway Musicals* (1993), Ann Arbor, Michigan UP.

Hirsch, F. (1989) *Harold Prince and the American Musical Theatre,* Cambridge University Press

Kerman, J. (1989) *Opera As Drama* (Revised Ed), London, Faber

Lamb, A. (2000) 150 Years of Popular Music Theatre, New York, Yale UP

McMillin, S. (2006) *The Musical as Drama,* Princeton University Press

Miller, D.A. (1998) *Place for Us [Essay on the Broadway Musical],* Harvard UP.

Stanislavski, K. et al (1998) *Stanislavski on Opera*, A Theatre Arts Book

Wolf, S. (2011) *Changed for Good. A Feminist History of The Broadway Musical,* Oxford University Press

**INDUSTRIES OF PERFORMANCE**

You will be directed to appropriate sections of these texts during the unit.

Borwick, J. (1996) *Sound Recording Practice*, Oxford: Oxford University Press

Churcher, M. (2003) *Acting for Film*, London: Virgin Books

Drakakis, J. (1997) *British Radio Drama*, Cambridge: Cambridge University Press

Rutherford, N. (2012) *Musical Theatre Auditions and Casting,* Methuen Drama

Simmons, B. (1995) *How to get into Radio*, London: Methuen

Taylor, M. (1994) *The Actor and Camera*, London: A&C Black

Tucker, P. (1994) *Screen Acting*, New York: Theatre Arts Press

The following additional information will be included on the virtual learning environment (VLE), Brightspace, for students:

* relevant parts of the assessment strategy and weightings
* student support and the template for tutorial record-keeping
* details about staff contacts.