

Liverpool John Moores University

Title: INTRODUCTION TO ACTING - SPECIALIST STUDY
Status: Definitive
Code: **3501LPAFA** (116073)
Version Start Date: 01-08-2014

Owning School/Faculty: Liverpool Screen School
Teaching School/Faculty: Liverpool Institute for Performing Arts

| Team | Leader |
|----------------|--------|
| Mike McCormack | Y |

Academic Level: FHEQ3 **Credit Value:** 24.00 **Total Delivered Hours:** 144.00
Total Learning Hours: 240 **Private Study:** 96

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Practical | 144.000 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|--------------|-------------------|-----------------------|---------------|---------------|
| Practice | CONTINUOUS | Continuous Assessment | 70.0 | 1.00 |
| Presentation | PRACTICAL | Practical Assessment | 20.0 | 1.00 |
| Essay | ESSAY | Written Assessment | 10.0 | 1.00 |

Aims

The module has three broad aims:

To introduce students to theatre etiquette and practices;

To introduce students to the process involved when working on play scripts, verse and heightened text and the development of classical audition monologues;

To help the students develop a solid process for approaching naturalistic parts for both performance and audition preparation (including various improvisation techniques, sense memory exercises, character analysis, and audition techniques, all of which serve to release imagination and promote a muscular thought process in the work of playing a part).

Learning Outcomes

After completing the module the student should be able to:

- 1 Display a fundamental understanding of a character thought process;
- 2 Apply a basic physical and vocal technique in creating a believable character portrayal;
- 3 Understand and use a rigorous research methodology in the preparation of scene work and audition speeches;
- 4 Read and understand the basic structure of a play script and complete a simple objective and subject analysis;
- 5 Work freely as an ensemble member with sensitivity towards other actors, both in rehearsal and performance, including the ability to receive and respond spontaneously to other people in improvisation and scene work.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | |
|-----------------------|---|---|---|
| CONTINUOUS ASSESSMENT | 1 | 2 | 5 |
| PRACTICAL ASSESSMENT | 1 | 2 | 3 |
| WRITTEN ASSIGNMENT | 4 | | |

Outline Syllabus

For the specific development of students' acting technique, Term One will focus upon various games, exercises, and improvisations designed to achieve the skills cited above as well as beginning work on audition speeches. Students will also be expected to develop and execute an effective vocal and physical warm-up in preparation to performing. In Term Two students will begin to explore heightened text and the various techniques in creating/devising work. In Term Three, students will be partnered for five to ten minute scenes where they will be expected to exhibit a clear and believable thought process for the character.

Learning Activities

The work is almost entirely practical. Students will work at playing with text in different theatre configurations. Reading plays in class and outside class. Rehearsing scenes from specific texts that will be provided and selecting and rehearsing Shakespeare speeches that will need rigorous analysis and scansion.

The majority of classes are run as practical workshops that may sometimes focus on the work of a monologue or scene, or may include the whole ensemble in various warm-ups, exercises, or games. Students are expected to give their full attention at all times, whether or not they are the focus of the work at the moment! The practical work takes the place of lectures and is intended to provide students with a vocabulary of an actors' process. Students will learn as much in the observing, as they will in the doing.

Initially, students' time will be focused primarily on exercises and improvisations meant to build focus, explore the senses, open the imagination, and become more aware of self, space and others. This will be followed by classes that will use improvisations, monologues, and mini-scenes to help the student accumulate the skills necessary to analyse text and character, make strong and specific choices, create dramatic tension, and develop open, spontaneous and intuitive responses to perform situations. Later classes will focus on audition preparation, monologue work, and scene work. A final showing of monologues and scenes will occur at the end of the module. Students will be expected to engage in preparation of work between sessions under their own steam. All students will be expected to keep a logbook in which they record and analyse their progress.

ASSESSMENT STRATEGY

The strategy of assessment is based upon the assumption that the student will acquire knowledge and disciplines in the early sessions which are then developed through practical classes into fundamental performance skills appropriate to each individual. As such the basic assessment strategy is one of continuous assessment of the student's development and progress from their own starting point at the beginning of the module rather than against an absolute standard of performance.

However two shared showing occasions are an opportunity to test out individual processes and skills and receive formative feedback on utilising skills under performance and audition conditions.

Students will also submit a written assignment which will assess their ability to analyse text and draw appropriate conclusions.

Notes

.