

## Liverpool John Moores University

Title: INTRODCUTION TO ACTING - MINOR STUDY  
Status: Definitive  
Code: **3502LPAFA** (116203)  
Version Start Date: 01-08-2016

Owning School/Faculty: Sports Studies, Leisure and Nutrition  
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
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**Academic Level:** FHEQ3      **Credit Value:** 12      **Total Delivered Hours:** 72  
**Total Learning Hours:** 120      **Private Study:** 48

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Practical	72

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	CONTINUOUS	Continuous Assessment - see assessment strategy outlined above	80	1
Presentation	PRESENT	Presentation - performance of a monologue and performance of a scene	20	1

### Aims

*The module has two broad aims:*

*To build a solid process for approaching naturalistic parts for both performance and audition preparation. The module aims to introduce students to a basic set of acting 'tools' and asks them to make critical choices in building their own process of*

*preparation. The module encourages students to explore the relationships between motivation, tactic and pursuit of a task as the basis of a thought process.*

*To provide a broad practical understanding of vocal technique in speaking, including warm-up exercises, body voice integration, voice and text.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Work freely as an ensemble member with sensitivity towards other actors, including the ability to receive and respond spontaneously to other people in improvisation and scene work;
- 2 Demonstrate an understanding of character thought process and be able to locate and exploit the basic dramatic tension in a monologue, scene or improvisation;
- 3 Undertake a personal warm-up and demonstrate an understanding of the basics in physical and vocal technique in creating a believable character portrayal

## **Learning Outcomes of Assessments**

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

CONTINUOUS ASSESSMENT PRESENTATION	1	3
	2	

## **Outline Syllabus**

*For the specific development of students' acting technique the initial focus is on game play, exercises, and improvisations designed to achieved the skills cited above as well as beginning to work with text. These sessions will also focus on developing and executing an effective vocal and physical warm-up in preparation to performing. As the module progresses students will prepare and perform various audition monologies and be introduced to fundamental techniques of text and character analysis.*

*In the final stages of the module, students will work in pairs on five-minute scenes where they will be expected to exhibit a clear and believable thought process for their character.*

## **Learning Activities**

Acting classes are run as practical workshops. The focus at the beginning of the year is on vocal and physical technique, warm-ups, exercises and game play alongside the development of building a technique for approaching text. Work in the latter part of the course will focus on apply those techniques to small and large-scale scene work.

A showing of monologues will occur midway through the module and a showing of scenes will occur at the end of the module. Students are expected to engage in preparation of work independently between sessions as well as keeping a logbook in which they reflect on their progress.

Students are also expected to be attentive at all times, whether or not they are the focus of the work in the moment as they will learn as much in the observing, as they will in the doing.

Continual assessment is based on a variety of tasks undertaken throughout the year ranging from creating a personal physical and vocal warm-up to completing tasks set for exploration/discussion in class.

### **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. This will be assessed through completion of weekly tasks, performances and the log book where students should reflect on their experience and learning throughout the course of the year.

However, two class based assessments are an opportunity to test out individual processes and skills and receive formative feedback on utilising skills under performance and audition conditions.

### **Notes**

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