

## Module Specification

1. **Title of the module**  
LAMDA Shakespeare Summer School - Workshop Performances
2. **Module code**  
8WORKS
3. **Department responsible for management of the module**  
Drama School (Acting & Directing)
4. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**  
Level 4
5. **The number of credits and the ECTS value which the module represents**  
15 credits (7.5 ECTS)
6. **The number of students expected to enrol on each instance of the module**  
48
7. **Term(s) in which the module is to be taught in (or other teaching pattern)**  
June-August
8. **Prerequisite and co-requisite modules**  
N/A
9. **The course(s) to which the module contributes**  
LAMDA Shakespeare Summer School
10. **The intended subject specific learning outcomes.**  
On successfully completing the module students will be able to:

A. Subject Knowledge and Understanding	
A1	Develop new skills for performing classical text.

A2	Understand and apply movement and voice techniques in the development of a character.
A3	Effectively use script analysis to develop and realise a character and its function within the play.
A4	Effectively use script analysis to develop and realise a character and its function within the play.
A5	Understand the importance of music and song as communicative tools in classical acting.
<b>B. Intellectual Skills - Reflective and Conceptual</b>	
B1	Demonstrate the ability to evaluate research for use in performance.
B2	Evaluate the development of own work within an ensemble setting.
B3	Apply safe working practices.
B4	Uphold the values of the LAMDA Ensemble Commitment.

## 11. **A synopsis of the curriculum**

### **Scene Study Workshop Rehearsals and Showings**

In these rehearsals, students work on a selection of material drawn from Shakespeare's Romances, Histories, Comedies and Tragedies, and English Jacobean texts. The overall focus is on working with verse and prose, bringing the text to life. Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The scenes studied take the form of rehearsals, leading to workshop-style showings of the work completed at the end of the module. Workshops may be taught in groups, usually of around 16 students each. The showings are closed to the public but are normally open to current students and staff.

### **Contextual Enrichment**

To enable students to develop a sense of place and context, opportunities will be provided for contextual enrichment activities. This may include activities such as: online/onsite talks or workshops; site visits to historic locations; and screenings or attendance at professional productions of plays relevant to the scenic material studied in this module. (This list is indicative. The specific enrichment opportunities will be outlined at the commencement of study.)

## 12. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

### Recommended Reading

The following is a list of recommended reading throughout your course. Most items are available in the Library. You are not required to purchase any of these titles yourself.

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Barton, J. (2009) *Playing Shakespeare*. London: Methuen Drama  
 Dabahoy, A. (2023) *Anti-racist Shakespeare*. Cambridge: Cambridge University Press  
 Hagen, U. (1991) *A challenge for the actor*. New York: Simon & Schuster

### 13. Learning and teaching methods

Students work with staff in tutor-led sessions that are based on the specific requirements of actor training. The module's division into projects ensures that the acquisition of detailed technical work and its application are balanced.

All skills work is delivered through group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching of the module are based on.

Throughout the module students receive informal feedback on aspects of their solo and ensemble work as part of the classes taken. At the end of the module, students participate in a group reflection session to discuss their group's showing, as well as receiving individualised written feedback.

Contact hours (taught hours)	100h
Contact hours (Supervision Sessions)	0
Contact hours (Study Skills Sessions)	0
Contact hours (LAMDA Syllabus in practice course)	0
Independent study hours	50h
<b>Total module study hours</b>	<b>150h</b>

For the purpose of section 13, the time spent on the contextual enrichment activities set out in the synopsis of the curriculum has not been included in the module's contact hours due to the variable programming of productions and site visits, and the non-assessed nature of this course component. The breakdown of hours in the table above are the nominal hours and may be subject to minor adjustments.

### 14. Assessment methods

This module will be assessed by 100% course work. Although a student's skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by assessing each individual student.

The assessment of course work is based on continuous evaluation which results in a written feedback and overall grade of the student's work at the end of the module. Over the duration of the module, the student's contribution to and performance in each series of classes or workshops results in two marks, weighted equally: one mark for process and one for performance.

- Process marks reflect students' preparation for and approach to the work, and the extent to which they have applied professional attitudes to the acquisition of new skills or techniques.
- Performance (or attainment) marks reflect the extent to which those skills and techniques have been demonstrated.

The student's achievement in Process and Performance for both Workshops, results in one mark awarded at the end of the module.

Initial assessment grading is done in accordance with the LAMDA's assessment scheme, and its available percentage grades. LAMDA uses a 'stepped' marking scheme, whose criteria identify the competencies of student work according to the appropriate classifications. This is available online in LAMDA World: [Undergraduate Marking criteria](#).

First and second marking procedures follow the regulations as set out by LAMDA. All marking is undertaken by the module or class tutor, as appropriate. Marks are second-marked by the relevant Course Leader.

All marks are compiled for consideration and moderation at the end-of-term internal examination board meeting, which is attended by the Course Leaders and the Director of Acting & Drama School. This results in two overall process and performance marks, which are then aggregated, to produce a single final module outcome.

This module will be assessed by 100% course work. The assessment of course work is based on continuous evaluation of a student's attainment in process and performance. Students will receive written feedback and one overall grade at the end of the module. To arrive at an overall module grade, the marks awarded are weighted as follows:

Class / Workshop	Individual development (process)	Individual attainment (performance)	Overall percentage within module
Shakespeare workshops	25%	25%	50%
Jacobean workshops	25%	25%	50%
<b>Total</b>			<b>100%</b>
Cultural enrichment	This activity is not assessed.		

**Note:** Performances, sharings, presentations, classes, and rehearsals may be assessed online or via recording as well as in live onsite settings. If necessary, appropriate alternative forms of assessment may be put in place, subject to the procedures in the Academic Regulations.

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Students who have attended at least 60% of the module's classes but are unable to complete the module on grounds of illness or other misfortune may be considered eligible for an alternative assessment. This assessment takes the form of a pre-recorded or one-to-one presentation of 15 minutes duration in which the student must successfully meet the module's learning outcomes.

Alternative assessments are bespoke topics set by the module tutor that enable the student to address any learning outcomes missed.

15. **Map of module learning outcomes (sections 10 & 11) to learning and teaching methods (section 14) and methods of assessment (section 15)**

Module learning outcome	A1	A2	A3	A4	A5	B1	B2	B3	B3	B4
<b>Learning / teaching method</b>										
Independent study hours	√	√	√			√				
Shakespeare workshops	√	√	√	√	√	√	√	√	√	√
Jacobean workshops	√	√	√	√	√	√	√	√	√	√
<b>Assessment method</b>										
Process	√	√	√	√	√	√	√	√	√	√
Performance		√	√	√			√	√	√	

**16. Inclusive module design**

LAMDA recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Learning Agreements / declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Inclusive practices have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

**17. Campus(es) or centre(s) where module will be delivered**

LAMDA, 155 Talgarth Road, London, W14 9DA

**18. Statement by the Vice-Principal, Education and Research:**

"I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"



Signed  
Date 29/01/2025

Nicholas Holden, PhD

**19. Statement by the Vice-Principal, Actor Training and Drama School:**

"I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"



Signed  
Philippa Strandberg-Long, PhD

Date 28/01/2025

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**20. STUDENT AND ACADEMIC SERVICES OFFICE USE ONLY**

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts
28/01/25	Major: Reduce number of learning outcomes	Summer term 2025	10	Limited range of learning outcomes appropriate to a short course
28/01/25	Minor: Reading list reduced	Summer term 2025	12	Retain core texts; decolonial text added
28/01/25	Minor: Clarify marking and assessment procedures	Summer term 2025	14	Enhanced QA