

# COURSE SPECIFICATION - BA (Hons) Acting for Screen



## 1. General information

Course Title	Acting for Screen
UCAS code	W410
Course / Award Title	BA (Hons) Acting for Screen
Awarding Institution	Leeds Arts University
Institution at which course is delivered	Leeds Arts University
Professional Accreditation (if applicable)	N/A
Relevant QAA Benchmark(s)	Dance, Drama and Performance December (2019)

Awards	Credits	Duration	Mode of study
BA (Hons) Acting for Screen	360 (180 ECTS)	3 years	FT
BA Acting for Screen	300 (150 ECTS)	3 years	FT
DipHE in Acting for Screen	240 (120 ECTS)	2 years	FT
CertHE in Acting for Screen	120 (60 ECTS)	1 year	FT
*Exit award only			

## 2. Course Aims

### This course aims to provide you with:

- A specialised course of study in acting for screen
- A breadth of knowledge, curiosity and originality in all areas of screen acting work. By these means, we will develop screen actors who are properly prepared for the existing and future demands of their profession.
- Support for your development as an actor and collaborator able to exercise your craft and contribute to the creation of work.
- Analytical, critical and reflective approaches to the practice of screen performance.
- The ability to develop a professionally relevant, specialist practice of acting for screen skills through collaborative and individual engagement.
- An understanding of the role of the actor through engagement with the creative industry within a local, regional and global context.
- An exacting creative education in an appropriately resourced creative environment.

- Support and structure for your development as a well-educated graduate that is ethically and environmentally responsible with an awareness of the importance of sustainability within the creative arts industry.

### 3. Distinctive Features

#### Distinctive features of the course:

The course is set in the North's only specialist arts university that provides opportunities to collaborate with a broad range of creative artists across multiple courses. You will have the opportunity to collaborate with students from the BA (Hons) Filmmaking and BA (Hons) Photography, courses in the production of creative outputs that will facilitate valuable experiences and showreel content for progression into the creative industries.

The course links to the thriving screen and related industries in the Leeds and surrounding areas, and is underpinned by an active programme of industry speakers including screen actors, filmmakers, film and TV directors, digital platform production companies, casting directors and agents. You are able to access our Creative Network industry events, specialist performances, skills workshops, and undertake related external visits.

Designed to combine and develop creative, interpretive, and intellectual skills with a business acumen, the course will help you thrive in a competitive sector, fostering independence, professional stamina and entrepreneurship.

The course will consider the established theoretical and practical methods for training of screen actors whilst encouraging you to develop your own methodology based on a variety of sources. These will range from your own individual experience to the vast array of treatises offered by historical and contemporary performers and film makers.

There will be a high degree of studio-based experiential learning and practical engagement, informed by theories, concepts and contexts. Through the ethos of integrating theory into practice, you will gain the practical and critical skills essential to the articulate and intellectually aware actor and creative practitioner.

You will gain knowledge of the technical aspects and processes to help prepare you as an actor/performer for various forms of screen production and digital platforms. We offer a continually outward facing course, keeping pace with digital technologies and production practices, enabling the development of industry relevant skills.

The course encourages you to develop your own individual, robust and effective industry facing practice. To succeed in your studies and within the acting profession, it is beneficial that you take individual responsibility for your own development within the constraints and creative possibilities of a collaborative framework. This means consciously working on the development of high standards of self-discipline, motivation, communication and interpersonal skills. You are encouraged to do this through continuous interaction with your lecturers and a range of visiting professionals.

Employability is embedded throughout the curriculum to develop your knowledge and understanding of industry expectations to progress and sustain a career in the creative industries, building confidence and resilience for a competitive sector.

## 4. Course Structure

### 4a. Module Framework

Level 4	Credit Points	ECTS	Learning Hours
LAUAS401 Principles of Acting	60	30	600
LAUAS402 Screen Acting Techniques	60	30	600
Level 5	Credit Points	ECTS	Learning Hours
LAUAS501 Multimedia Performance	60	30	600
LAUAS502 Creative Screen Collaboration	60	30	600
Level 6	Credit Points	ECTS	Learning Hours
LAUAS601 Screen Theory and Practice	60	30	600
LAUAS602 Screen Performance	60	30	600

### 4b. Course Map / Structure

Level 4	
Semester One	Principles of Acting (LAUAS401) <i>Credits 60</i>
Semester Two	Screen Acting Techniques (LAUAS402) <i>Credits 60</i>
120 credits (60 ECTS credits) <span style="float: right;">Certificate of Higher Education (Exit Award)</span>	

Level 5	
Semester One	Multimedia Performance (LAUAS501) <i>Credits 60</i>
Semester Two	Creative Screen Collaboration (LAUAS502) <i>Credits 60</i>
120 credits (60 ECTS credits) <span style="float: right;">Diploma of Higher Education (Exit Award)</span>	

Level 6	
Semester One	Screen Theory and Practice (LAUAS601) <i>Credits 60</i>
Semester Two	Screen Performance (LAUAS602) <i>Credits 60</i>
120 credits (60 ECTS credits) <span style="float: right;">BA (Hons) Acting for Screen</span>	

\*Students who fail to complete 360 credits but have accumulated no fewer than 300 credits will be awarded an ordinary degree.

## 5. Course Learning Outcomes

Learning is assessed at each level of the course. This develops from introductory work within the specialism of the course at level 4, through development of skills and ideas at level 5, progressing to application and synthesis of skills, originality, and theory in practice at level 6 as indicated by the FHEQ qualification descriptors.

Course Learning Outcomes (CLOs) comprise the Level Learning Outcomes, which define what you are expected to be able to do on completion of each level. Level Learning Outcomes are achieved through successfully completing all modules at that level. Expectations for your learning are expressed within each module.

### Level 4 (CertHE)

Level Learning Outcomes	Modules
<i>By the end of Level 4, you will be expected to:</i>	
4.1 Investigate key acting theorists, film and performance making practices and cultural theorists in their respective critical and/or historical contexts.	LAUAS - 401, 402
4.2 Identify and evaluate source material and practice to develop lines of enquiry within screen acting and related creative practices.	LAUAS - 401, 402
4.3 Document, engage in, and reflect on performance and production, based on understanding of appropriate performance and production terminologies, skills, structures, working methods and research.	LAUAS - 401, 402
4.4 Examine dramatic and performative scripts within a range of critical and theoretical frameworks for performance.	LAUAS - 401, 402
4.5 Understand visual, verbal, non-verbal and written communication methods, that are appropriate for purpose and audience.	LAUAS - 402
4.6 Work independently and collaboratively in the production of creative performances to set schedules.	LAUAS - 401, 402
4.7 Identify and apply camera skills, acting techniques and methods to record performance to camera.	LAUAS - 402

### Level 5 (DipHE)

Level Learning Outcomes	Modules
<i>By the end of Level 5, you will be expected to:</i>	
5.1 Critically analyse and apply approaches to acting through an appreciation of key performance genres and theorist/practitioners, their place within the broader historical, social and cultural context and the inter-relationship between theory and practice.	LAUAS - 501, 502
5.2 Apply knowledge of critical and theoretical perspectives appropriate to the study of acting skills and screen performance.	LAUAS - 501, 502
5.3 Understand the process of analysis and review to apply the conventions and practices involved in producing and performing dramatic work for the camera.	LAUAS - 501, 502
5.4 Explore and demonstrate the use of technologies available to the actor as an aid in the creation of performance practice, making use of media, digital platforms and technologies for screen performance.	LAUAS - 502
5.5 Demonstrate personal responsibility and apply creative decision making as a contributing screen actor when working independently or collaborating within a group.	LAUAS - 501, 502

5.6. Further develop the qualities and transferable skills necessary for employment in screen acting and wider creative industries.	LAUAS - 502
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## Level 6 (BA Hons)

Level Learning Outcomes	Modules
<i>By the end of Level 6, you will be expected to:</i>	
6.1 Critique and evaluate screen performance and acting from a range of theoretical and ethical perspectives to articulate sound arguments.	LAUAS - 601, 602
6.2 Analyse and identify screen acting approaches for a range of digital performance platforms, utilising relevant theoretical approaches to acting in the rehearsal, creation and execution of a performance.	LAUAS - 601, 602
6.3 Create performance using acting skills and digital technologies to enhance your acting and employment prospects.	LAUAS - 601, 602
6.4 Exhibit organisational and administrative skills, including the ability to plan and work to clear goals and objectives, when working independently and collaboratively.	LAUAS - 601, 602
6.5 Evaluate and employ a range of appropriate statements and profile-raising methods, to present yourself in a manner suitable for progression into the creative industries.	LAUAS - 602
6.6 Evaluate your own personal development and transferable skills, setting constructive aims and goals for further improvement in order to develop and sustain a career in screen acting.	LAUAS - 601, 602

## 6. Teaching, Learning and Assessment Strategies

Our overall approach to engagement is outlined in our statement on [Higher Education teaching & learning at Leeds Arts University](#).

### 6a. Teaching and Learning

#### Level 4

An introduction to principle acting skills and screen performance techniques to develop a common vocabulary and understanding. An inclusive teaching approach will be taken to support all students joining the course with a range of depth to previous knowledge and understanding, helping you to transition to level 4 approaches to teaching and learning to embed appropriate study skills. Contemporary approaches to acting alongside the work of key theorists and practitioners will be introduced, researched and critically investigated.

An exploration of a range of acting methods, techniques and ideas will be tried and tested in the studio space to experience their validity as tools in actor training, rehearsal strategies, character development and performance. Skills development in the interpretation of text will also encompass a clear consideration of the appropriate acting style required for a particular script. To utilise the processes, skills, and digital technologies that shape current and developing screen performance.

You will have the opportunity to learn the technical and interpretative skills necessary to develop as an actor. It will give you the opportunity to identify and apply various acting styles that have been established historically, including developing an understanding of diverse concepts by screen theorists (with reference to developing training techniques) that have had an impact on the range of acting styles apparent today. All acting styles require the application of key acting skills and knowledge that require focus and consideration. These skills include; controlled use of voice, speech and movement; insightful approaches to working on script; informed techniques of characterisation; and awareness of the changing nature of effective communication to an audience. Each of these areas must be considered in turn, to ensure that you make appropriate choices to enable you to employ chosen acting styles for an effective screen performance.

Level 4 is structured around a constant work in progress review in rehearsal and performance with critique, allowing you to learn and articulate a critical and academic vocabulary as a screen actor.

### **Level 5**

Sessions will be run in which key ideas and acting methods are tested by you in a workshop situation alongside practical exercises with tutor guidance. You will employ a variety of styles and techniques to develop a range of skills that are applicable in different performance contexts.

Focusing on the ways in which actors prepare for work: how they use research, exercise, improvisation and rehearsal processes to work towards performance. It will promote awareness of the contributions made to performance and highlight the importance of combining flexibility and discipline in the creative work of the actor.

Within the context of rehearsing towards a performance, you will be expected to exercise and cultivate a self-disciplined approach to a range of areas including time management, personal responsibility and an awareness of health and safety.

You will be expected to review and evaluate the rehearsal process regularly, monitoring your own progress and contributions as a member of a collaborative team. This approach would help to ensure that the rehearsal process leads towards a successful performance. Transferable skills and academic writing skills will be further developed through investigation of specialist areas of screen acting. Theoretical concepts such as the semiotics of performance and audience reception will be tested continually.

You will expand your physical and emotional range, developing the art of transformation and working imaginatively from within worlds and characters which are substantially removed from your own. The development and evaluation of your achievements, through the ability to define your practice and theoretical investigations, are supported through dialogues with tutors and peers. You will be provided with commentary on your projects and work in progress across a variety of media accompanied by oral and written critical feedback in order to support and facilitate the creation of a community of critical peers.

### **Level 6**

The focus at Level 6 is to support the building of your knowledge and understanding of the screen industries standard practices through working within the studio and location environments. You will use knowledge of that environment to develop relevant entrepreneurial approaches. Using performances and practical work to test your ability to generate ideas in response to a set or negotiated brief and to select and demonstrate appropriate performance strategies and skills in individual and/or collaborative performances.

Academic writing and oral presentation will test your ability to synthesise knowledge and to articulate a personal critical perspective on a chosen topic.

You will embark upon a series of performances that reflect the working processes and conditions of the industry. You will be encouraged to work with film makers, directors, industry practitioners and your peers for production of screen content. During rehearsals and realisation of a final performance, you will be expected to exercise and cultivate a professional attitude in a range of areas including personal responsibility and time management.

### **6b. Assessment**

The aim of assessment is to inform you of your individual progress as you work through the course. Feedback is an essential element of assessment and explained in more detail in 6c. Assessment also ensures that you are meeting the required academic standards for the award.

Assessment reflects the teaching and learning content and is an integral part of the learning process. Specific assessment strategies and submission requirements are explained in the briefs

that you will receive at the start of each module. Assessment is designed to reflect creative and academic practice and is aligned with the appropriate level of study. As far as possible assessment will be authentic in simulating industry practices.

Your creative output will demonstrate the extent to which you have learned, developed, assimilated and mediated your knowledge, understanding and skills into appropriate forms for submission requirements. You will evidence module expectations, as expressed as 'what you are expected to learn' in module specifications.

The assessment of the modules is holistic; all material presented for assessment in each module is taken as a whole and a single mark is arrived at. Most assessment is by portfolio submission, the exact nature and content of which is determined by the subject matter, content and learning expectations for each module and is specified in your module briefs.

Your work will be assessed holistically according to the undergraduate Assessment Criteria and Marking Scheme. These criteria are used to evaluate your learning against the learning expectations specified for each module. Levels are clearly differentiated by learning outcomes, module expectations, teaching and learning approaches and assessment design.

### **6c. Feedback**

Tutors will provide feedback, both in support of your ongoing development, as well as in direct response to your work formally within assessment contexts.

Provision of ongoing feedback - defined as information communicated to students with the intention of improving learning - is a significant and distinctive strength of the course. It is demonstrated through frequent and ongoing discussions between staff and students.

Throughout the course students will receive formative on-going feedback. Some formative assessment is quite informal; it may be the tutor asking specific high order questioning in class, for example. Other types of formative assessment can include written reports, essays, tasks for seminars etc, some of which are handed in so that written feedback can be provided. The formative feedback on students' input and rehearsal practice is given with the intended goal being to help monitor students' learning and identify their strengths and areas for improvement during the process. It will also help recognize where students are struggling and address problems.

#### **Formative**

You will receive formative feedback on your progress throughout the module in a number of ways. You will partake in ongoing evaluation within the teaching and learning on the course, developing skills in reflection and dialogue and receive ongoing formative feedback from teaching staff and peers. All the modules on this course contain formal formative feedback sessions where you will receive feedback on your progress to meet this developmental aim.

Examples of formative feedback include (without being limited to):

- Peer Reviews
- Group Tutorials
- Individual Progress Tutorials

#### **Summative**

At the end of the module, you will receive summative written feedback represented by a grade with tutor comments on your work. This feedback will help you to understand how you performed on the module, clarify your strengths and identify areas for further consideration.