

RADA

PROGRAMME SPECIFICATION (POSTGRADUATE)

Programme	MA Theatre Lab
Awarding Institution	King's College London
Teaching Institution	RADA
Location of study	Gower Street/ Chenies Street
Mode	Full time
Duration	1 year (4 Terms)
UK Credits	180 ECTS 90
Exit award	PG Cert 60 Credits PG Diploma 120 Credits 60 ECTS

SUMMARY DESCRIPTION

The programme engages the student in a total approach to the performer's process, physical, vocal and academic and offers a laboratory for independent experimentation with those methods and skills in an ensemble context. As well as equipping the student with the skills necessary to contribute to an intensive range of theatre practice, it provides the framework within which the performer can explore, experiment, and reflect critically upon the practice of acting and performance within the context of making original work. The programme aims to expand the independent professional performer's knowledge and application of a wide variety of acting methodologies in rehearsal, workshop and performance.

PROGRAMME STRUCTURE

Module	Term	Credit Weighting	Assessment Methods	Type of Assessment and percentage weighting
Embodiment: Physical and Voice Training	Terms 1-4. Project support provided in Term 3 & 4	20 credits	Continuous assessment	In class exercises and application in projects. Physical Performance - 50% Voice Performance 50%
Developing Performance	Terms 1,2,3 and 4	40 credits	Continuous and Synoptic Assessment.	Process engagement - 40% Performance work – 60 %
Contextual Studies & Theatre History	Terms 1-2	20 credits	Continuous and summative assessment	Class presentations - 60%; Written assignment – 40%

Performing Lab 1: Approaching text - From experience to form	Term 1	20 credits	Continuous, synoptic and summative Assessments	Process and performance sharing 70%. Reflective writing - 30%.
Performing Lab 2 – Approaching text: from form to experience.	Term 2	20 credits	Continuous, synoptic and summative Assessment	Process and performance sharing 100%.
Performing Lab 3: finding the form.	Term 3	20 credits	Continuous, synoptic and summative Assessment	Process and performance sharing 70%. reflective writing - 30%.
Dissertation: Public Performance Lab	Term 3	40 credits	Continuous, synoptic and summative Assessment	Process and Production – 100% Final Dissertation – Pass/Fail
Total		180 Credits		

LEARNING OUTCOMES

learning outcomes are applicable to all awards.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

Approaches to the Practice of Performance:

- Stanislavski based Approaches, for example, the methods of twentieth century practitioners such as Uta Hagan, Stanford Meisner and Michael Chekhov
- Non-naturalistic Approaches to Acting, for example, the work of Meyerhold, Laban, Grotowski, Ann Bogart and other exponents of Physical Theatre
- Approaches to Improvisation and the creation of performance through devising.
- Approaches to ensemble creation.
- Skills required for interdisciplinary work, for example, digital design, immersive and site specific performance.
- An understanding of contemporary theatre and performance practice in the context of the history of the development of Western Theatre

Skills and abilities

Intellectual skills

- A critical awareness of the contrasting and complimentary methods aimed at developing the art of performance and an ability to compare them and develop means for putting them into practice.

- An understanding of the place of both text and the spatial and visual in the development of performance and the ability to devise methods for exploring these different methodologies both separately and in combination.
- An awareness of Research appropriate for Practice based Research. Demonstrating an understanding that will allow the student to evaluate critically both academic research and research through practice and to make arguments both in favour of these approaches and also for alternative modes of practice.
- Show Initiative and creativity in problem solving. Will be able to act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.
- Demonstrate understanding of the complexity of group dynamics and how to operate as an individual and at times as a leader within that dynamic.

Practical skills:

- Enhanced ability to work in an ensemble context.
- Acting and performing for theatre and varied types of performance as an engaged, embodied and technically proficient practices
- Development of vocal skills in relation to project work.
- Singing and development of musicality.
- Attainment or development of physical skills including the ability to relate the use of these skills to the practice of acting.
- The development of sophisticated and complex improvisational practice.
- An understanding of the processes required to devise material and ability to put this into practice.

Generic/transferable skills:

- Work effectively with a group as member or leader. Can clarify tasks and make appropriate use of capacities as group members. Is able to negotiate and handle conflict with confidence;
- Use full range of learning resources
- Reflect on own and others' approach to improve practice
- Can competently undertake research tasks with minimum guidance
- Is an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development;
- Can engage confidently in communication within the world of professional and alternative theatre and performance field and is also able to engage in debate at an academic level
- Has independent learning ability required for continuing professional study, making professional use of others where appropriate.
- Has developed independence of thought and practice and is able either to lead or to work with other practitioners in engaging in experimentation with both form and content.
- Understands the processes necessary to form and run a small ensemble or company.

CURRICULUM

Key Progression Points

N/A

Options/Electives

N/A

Pre and Co-requisites

As there are no options the course runs as developmental accumulated learning with all modules being compulsory.

Additional Credit

No additional credit available

LEARNING AND TEACHING

Indicative hours

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

Classes and rehearsals and production hours	1400
Seminars	38
Masterclasses/guest speakers/industry guests	36
Tutorials	6

Total self-directed study hours

Reading	80
Script work/rehearsal preparation	200
Reflective Essay writing	40

Total learning and teaching hours [1800hrs per year]

Learning and teaching methods

Seminars, taught skills classes, workshop rehearsal, workshop presentations and discussion, Theatre and film presentations, Written portfolio and essay, Tutorials, Small group work where students are challenged to take on leadership roles, directed private study, portfolio and essay consultations, occasional conferences.

Interactive course seminars which allow for discussion and debate on various theoretical issues

Guided access to the research facilities at RADA, online resources, the British Library and London libraries and Library research.

ASSESSMENT

Overview

All credit modules are core to complete including. The programme is studied full time over a period of 4 academic terms. 3 academic terms consist of 12 weeks and one of 8 weeks

Acting, Performing and performance making are studied in a progressive framework, through which each module's study builds on the work of the last term, each with a particular focus.

Marks contribute to the final award in proportion to their credit weighting on the course.

The marking criteria for this course follow RADA's generic system based on professionally related standards, as well as criteria devised for each specific project, a copy of which is given to each student at the beginning of their course.

There is no unseen written examination for this course.

Work is assessed and marked numerically out of 100.

Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory, and regulatory body guidelines

There is not a benchmark statement for postgraduate vocational programmes in the arts. The development of this course considered both the Dance, Drama and Performance benchmark statements for undergraduate programmes as well as the generic benchmarks for postgraduate courses.

The Dance, Drama and Performance benchmark statements, though addressed primarily to undergraduate programme specifications, were used as reference points in producing this document and Programme. The statement highlights the importance of the practical work experience in all aspects of production – performance, creation, and design, as well as the theoretical and research studies appropriate to this award. With reference to:

- *key practitioners and practices, and/or theorists, which may include writers, actors, composers, critics, dancers, directors, choreographers, designers, and producers;*
- *processes by which performance is created, realised, and managed, such as the processes of rehearsal, writing, scoring, devising, scenography, improvisation, choreography, performer training techniques, and production arts.*
- *a range of key components of performance within the disciplines: text, movement, aural and visual environment, the performer.*
- *the interplay between practice and theory in the discipline.*
- *the reading of written texts, notations and/or scores, and of how to effect transitions from page to stage;*
- *the reading, analysis, documenting and/or interpreting of performance*
- *the performance and production skills necessary to communicate to/with an audience*
- *the interdisciplinary elements of dance, drama and performance, and how to apply appropriate knowledge, concepts and skills from other disciplines.*

Additionally, this proposal was developed with consideration of the generic guidelines for Masters-level courses provided by the QAA, as follows:

Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility, and initiative, in complex and unpredictable professional environments.

The Academy tutors are practising professionals who continue to work as freelancers in the profession on a regular basis and who also engage in reflective practice on a regular basis in their joint role of practitioner and teacher and in some cases developers of new and challenging practice.

AWARDS

This programme can lead to one of three awards:

on successful completion of 60 credits at level 7, the Postgraduate Certificate (PgCert);

on successful completion of 120 credits at level 7 the Postgraduate (PgDip)

on successful completion of 180 credits at level 7 the Master of Arts degree.

All learning outcomes are applicable for each level of award.

Awarded without classification

Accreditation and additional qualifications

N/A

ADMISSIONS CRITERIA

Good general standard of GCSE education.

Good general standard of A –level or equivalent education.

Candidates must be fluent in the English Language & evidence of this will be explored at interview; not below IELTS Level 7 required in spoken English but will accept grade 6.5 in written English. All candidates are sent a copy of the Academy Admissions Policy.

Applicants should normally have at least a 1st Degree in English, Drama, Theatre, Performance Studies (or other related Humanities subject). Well qualified candidates with professional performing experience will be considered, as will those with Appropriate Prior Learning (professional experience in the field).

Non-academic criteria

General activities/interests (including potential award bearing) Essential to have had experience of acting at least at university or amateur level. All fields of performance activity (including immersive and installation work) will be regarded as qualifying experience.

Very desirable to experience working professionally as an actor or performer

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