

## MA Directing – Revised Delivery Outline 2020/21

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### LAMDA809 Skills 2 The Assistant Director

#### A synopsis of the curriculum

Some aspects of delivery may be delivered via digital tutorials and online workshops ('blended learning'). The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles (subject areas may be covered via blended learning incorporating both online and onsite delivery).

Students are expected to engage in participation and subsequent critical evaluation of these activities (online, independently and in onsite sessions), a process that promotes Masters-level work as appropriate to the subject discipline.

Classes taken online and onsite as part of this module may include the following foci:

- Students are attached to three or four public productions/ sharings of work one of which may be a short film
- Production of contextual research material
- Professional observation of rehearsal process (replicating a practice as found in industry)
- Assisting the director with rehearsal process as appropriate
- Applying appropriate acting techniques through the use of observation and reflective practice
- Tutor-led seminars to examine on-going observation and sharing of practice
- Student reflective diary (tutors may specify that this take the form of a digital workbook)

This list is indicative; the specific practitioners, modes of delivery, skills and techniques covered will be outlined at the commencement of study.

This module is usually spread across two terms with the student completing one or two attachments to public production (including one film) in each term. Guided by the students interests and experience, the course tutor chooses which productions they work on from the range of plays and short films being produced as part of the public repertoires and in the training of the actors in camera. Alternatively, students can elect to attend rehearsals at a professional theatre should such an opportunity occur (this will be subject to tutor approval and health and safety guidelines relating to Covid-19 for 2020/21.) The intention is to allow the student director to gain experience gradually and, as their professional awareness and competence develops, to take a more active role in supporting the work of the director of a production.

Visiting and 'in-house' directors are briefed by the course tutor prior to the commencement of each placement as to what to expect from their assistant directors and what they may ask them to do in order to facilitate their growth. For example: during the first attachment (this may be a blend of online/onsite delivery) the expectation is that the role will be one of observation and critical engagement with the artistic process used by the director and a reflection on the impact of the various rehearsal techniques employed. By the time the student is working on his/her fourth placement it is expected that students will be working with a deeper level of understanding and technical ability and taking a greater level of responsibility; to be able to reflect on the choices being made and offer workable alternative ideas if appropriate.

Each engagement with a director will call for different working methods and for the student director to adapt to the stylistic requirements of the production (both online/onsite). Students will

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need to develop proactive working practices and, as part of this process, are required to make 'first contact' with their respective director.

As part of the on-going critical engagement throughout these placements, student directors will have bi-weekly tutor-led seminars or tutorials to discuss and reflect on their observations. They will be asked to keep a production log in which to capture key observations of process and at the end of the module use these reflections to write 2000 word submission that represents the observations of what has been learned across the four placements.

At the end of each placement the director will be asked to hold a de-briefing session (this may be online) with their assistant to discuss their experience and offer suggestions for future growth and practice.

Students should be prepared to be assessed on work delivered live, digitally or in a blended format. Performances/sharings of work will follow revised audience capacity guidelines. The health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

## Delivery

Students work with staff in tutor-led sessions that may be delivered following social distancing guidelines and online where required. The module content in 2020/21 may be delivered through a mixture of academic lectures, practical workshops, online delivery and students' independent work. This module usually comprises of 300 hours of study (this may be adjusted), approximately broken down as follows:

20 hours of tutor led seminars (may be a blend of digital/on site contact)

280 hours of rehearsal attendance across three or four productions in the term (may be a blend of digital/on site contact)

Health and safety guidelines relating to Covid-19 will determine the exact split between onsite and socially distanced/digital delivery.

## Assessments (performances/sharings, presentations, classes, and rehearsals may be assessed online/via recording as well as in live onsite settings)

Submission	Word count or equivalent	Percentage of assessment
Essay or video evaluation	2000 words or 20 mins	50%
Tutorial contributions	On-going critical evaluations of the work observed. Students keep a module log, which forms the basis for their tutorials.	50%

**Please note:** In the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all summative assessments across all the programmes where Covid-19 affects delivery. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module or interrupt study. This also allows LAMDA to continue to deliver assessments in a fair and consistent manner if adjusted delivery does need to be rolled out into 2020-21. Details of alternative assessments that may delivered can be found online in the [LAMDA Covid-19 Alternative Assessment Strategy 2020](#).

All first marking is undertaken by the Head of Course, and second marking is provided by either the Head of Department of the relevant discipline, or a staff tutor involved in delivering this module. First and second marking procedures follow the regulations as set out by the University of Kent.