



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

CYFEIRLYFR MODYLAU

LEFEL 5

ACADEMI LLAIS A CHELFYDDYDAU DRAMATIG CYMRU

ATHROFA GWYDDONIAETH A CHELF CYMRU

2022-2023

TUDALEN GYNNWYS

Rhif Tud

CYFLWYNIAD 1

MODYLAU 2

CYFLWYNIAD

Mae'r Cyfeiriadur Modylau hwn yn cynnwys yr holl fodylau ar gyfer Lefel 5 o fewn Academi Llais A Chelfyddydau Dramatig Cymru ym mlwyddyn academiaidd 2022-2023.

Mae'r cyfeiriadur hwn yn mynd gyda'r Llawlyfr Rhaglen Astudio, a fydd yn rhoi manylion y modylau y byddwch yn eu hastudio ar gyfer eich rhaglen eleni yn yr adran 'Rhaglen Astudio'. Gall y cyfeiriadur hwn gynnwys modylau sy'n rhedeg ar raglenni astudio eraill o fewn eich Disgyblaeth Academiaidd/Athrofa. Os oes angen cymorth arnoch i adnabod modylau eich rhaglen astudio, cysylltwch â'r Rheolwr Rhaglen (y mae ei enw a'i fanylion cyswllt wedi'u rhoi yn y Llawlyfr Rhaglen Astudio sy'n mynd gyda'r ddogfen hon), neu Swyddfa'r Athrofa berthnasol.

Mae'r Brifysgol wedi gwneud pob ymdrech i sicrhau bod y wybodaeth mor lawn a chywir â phosibl, ond dylech nodi ei bod yn anochel y bydd rhai mân newidiadau yn digwydd i drefniadaeth y modylau rhwng y cyfnod cynllunio ac amser addysgu'r modylau. Byddwn yn ceisio sicrhau y bydd cyn lleied o newidiadau â phosibl, ac fe gewch ddigon o rybudd o flaen llaw os bydd unrhyw newid. Byddem hefyd yn ddiolchgar pe baech yn rhoi gwybod i ni am unrhyw newidiadau defnyddiol y gallem eu gwneud i'r llawlyfr yn y dyfodol.

MODYLAU

Module Code	ADPA5003
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ADPA5003	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic *
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	ADPA5003C
Teitl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwyllynnol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwyllianol ac ieithyddol.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portfolio ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2

(Ticiwch un)

☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	ADPA5003C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Pellach	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	ADPB5007
Title	Dance Training 2
Date	20/08/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to develop their skills and techniques in ballet, tap, jazz and commercial dance

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge and critical understanding of Jazz technique
- Demonstrate knowledge and critical understanding of Ballet technique
- Demonstrate knowledge and critical understanding of Tap technique
- Demonstrate knowledge and critical understanding of Commercial dance

INDICATIVE CONTENT

- Students will participate in practical Jazz, Ballet, Tap and Commercial dance classes.
- Jazz dance work will cover the following vocabulary and exercises: Jazz Pliés in all positions, Jazz Tendus, Complex Jazz arms, Advanced Isolations, Kicks, Hitch Kicks, Fan Kicks, Multiple Jazz Pirouettes, step ball change, spring turns, spring ball changes, split leaps.
- Ballet barre work and centre work will cover the following vocabulary and exercises: Pliés, Tendus, Glissés, Rond de Jambe à terre, Frappés, Fondu, Adage, Grand Battements; Centre work – single pirouettes, Petit Allegro and travelling sequences.
- Tap classes will cover the following vocabulary and exercises: Single Beats – Tap, Brush, Hop, heel beats, toe beats; Compound Beats – shuffles, pick-ups, cramp rolls, basic single time step, double time step, paradiddles.
- Commercial classes will cover varying styles of Commercial dance including Hip-Hop, Jazz, Contemporary and Street genres.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36%
Independent learning	128	64%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical exams	Tap Assessment 15min Ballet Assessment 15min Jazz Assessment 15min Comm. Dance Assessment 15 min	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPB5007	
Module Title	Dance Training 2	
Classification	Reading List entry	Electronic*
Essential	Giordano, G. (1992) <i>Jazz Dance Class: Beginning Thru Advanced</i> . Trenton: Princeton Books.	☐
Essential	Hatchett, F. (2000) <i>Frank Hatchett's Jazz Dance</i> . Leeds, Human Kinetics.	☒
Essential	Perces, M. (1993) <i>The Dance Technique of Lester Horton</i> . New York, Horizons.	☐
Further	Franklin, E. (2003) <i>Conditioning for Dance</i> . Leeds, Human Kinetics.	☒
Further	Franklin, E. (2003) <i>Dance Imagery for Technique and Performance</i> . Leeds, Human Kinetics.	☒

Cod y Modwl	ADPB5007C
Teitl	Hyfforddiant Dawns 2
Dyddiad:	20/08/2021
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Galluogi myfyrwyr i ddatblygu eu sgiliau a thechnegau bale

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos gwybodaeth a dealltwriaeth feirniadol o dechneg Jazz
- Arddangos gwybodaeth a dealltwriaeth feirniadol o dechneg Jazz
- Arddangos gwybodaeth a dealltwriaeth feirniadol o dechneg Tap
- Arddangos gwybodaeth a dealltwriaeth feirniadol o ddawns Fasnachol

CYNNWYS DANGOSOL

- Bydd myfyrwyr yn cymryd rhan mewn dosbarthiadau dawns Jazz, Bale, Tap a Masnachol ymarferol.
- Bydd gwaith dawns Jazz yn cwmpasu'r eirfa a'r ymarferion canlynol: Pliés Jazz mewn pob safle, Tendus Jazz, breichiau Jazz Cymhleth, Ynysu Uwch, Ciciau, Ciciau Hitch, Ciciau Ffan, Pirwetau Jazz Lluosog, 'step ball change', troadau sbring, newidiadau 'spring ball', llamau split.
- Bydd y gwaith barre a chanol ystafell yn cwmpasu'r eirfa a'r ymarferion canlynol: Pliés, Tendus, Glissés, Rond de Jambe á terre, Frappés, Fondue, Adage, Grand Battements; gwaith canol ystafell – pirwetau unigol, Petit Allegro a dilyniannau teithio.
- Bydd y dosbarthiadau Tap yn cwmpasu'r eirfa a'r ymarferion canlynol: Curiadau unigol – Tap, Brwsh, Hop, curiad sawdl, curiad blaen troed; Curiadau Cyfansawdd - shiffladau, pick-ups, cramp rolls, cam amser sengl sylfaenol, cam amser dwbl, rhugliadau (paradiddles).
- Bydd dosbarthiadau masnachol yn cwmpasu gwahanol arddulliau dawns Masnachol gan gynnwys genres Hip-Hop, Jazz, Cyfoes a Stryd.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	72	36%
Dysgu'n annibynnol	128	64%
Dysgu drwy leoliadau	0	0
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Arholiadau ymarferol	Asesiad Tap 15 mun Asesiad Bale 15 mun Asesiad Jazz 15 mun Asesiad Dawns Masnachol 15 mun	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	0%
Ymarferol	100%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB5007C	
Teitl y Modwl	Hyfforddiant Dawns 2	
Categori	Eitemau'r Rhestr Darllen	Electronig*
Hanfodol	Giordano, G. (1992) <i>Jazz Dance Class: Beginning Thru Advanced</i> . Trenton: Princeton Books.	☐
Hanfodol	Hatchett, F. (2000) <i>Frank Hatchett's Jazz Dance</i> . Leeds, Human Kinetics.	☒
Hanfodol	Perces, M. (1993) <i>The Dance Technique of Lester Hortonance</i> . Efrog Newydd, Horizons.	☐
Pellach	Franklin, E. (2003) <i>Conditioning for Dance</i> . Leeds, Human Kinetics.	☒
Pellach	Franklin, E. (2003) <i>Dance Imagery for Technique and Performance</i> . Leeds, Human Kinetics.	☒

Module Code	ADPB5008
Title	Singing 2
Date	20/08/2021
Level	5
Credits	30
Pre-Requisites	None

AIM(S)

- Further develop the student's range of repertoire and understanding of style.
- To further develop the student's vocal technique, and the application of skills to specific styles.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically investigate, rehearse and perform an appropriate choice of solo and group songs leading to a presentation/performance that displays an applied knowledge of well-established principles and techniques, the application of underlying concepts and the appropriate stylistic interpretation.
- Present a confident and ambitious performance, demonstrating effective communication skills with the accompanist and the audience.
- Demonstrate that they have the ability and the desire to develop and broaden the style of the pieces performed.
- Apply the Estill Model to identify and solve vocal problems.

INDICATIVE CONTENT

- Students will cover the Estill Model
- Students will be introduced to a number of styles and genres
- The students will analyse a wide range of technical skills, and the process of preparing and introducing a performance e.g. their strengths and their technical weaknesses, their accuracy in terms of style, their interpretation (and pronunciation for singers).
- There will be regular opportunities to reflect critically on their achievements, and they will be expected to keep a journal of their development.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	108	36%
Independent learning	192	64%
Placement learning	0%	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Performance	12 – 15 minutes To include a short presentation on each song	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPB5008	
Module Title	Singing 2	
Classification	Reading List entry	Electronic*
Essential	Forrest, L. A., Gates, R. & Obert, K. (2013) <i>The Owner's Manual to the Voice</i> . New York, Oxford University Press.	☐
Essential	Kayes, G. (2004) <i>Singing and the Actor</i> . London, A & C Black.	☒
Further	Bell, J. and Chicurel, S. R. (2008) <i>Music Theory for Musical Theatre</i> . Maryland, Scarecrow Press.	☒
Further	Dayme, M. B. (2006) <i>The Performer's Voice: Realizing your Vocal Potential</i> . London, W. W. Norton.	☒
Further	Hammond, M. (2009) <i>Thank You – That's All We Need for Today</i> . London, Faber.	☐
Further	Harvard, P. (2013) <i>Acting Through Song</i> . London, Nick Hern Books.	☒

Cod y Modwl	ADPB5008C
Teitl	Canu 2
Dyddiad:	20/08/2021
Lefel	5
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Datblygu ymhellach ystod y myfyriwr o repertoire a dealltwriaeth o arddull.
- Datblygu ymhellach techneg lleisiol y myfyriwr, a chymhwysiad sgiliau i arddulliau penodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Ymchwilio'n feirniadol, ymarfer a pherfformio dewis priodol o ganeuon i unawdwyr a grwpiau gan arwain at gyflwyniad/perfformiad sy'n dangos gwybodaeth gymhwysol o egwyddorion a thechnegau sefydledig, cymhwyso cysyniadau sylfaenol a dehongliad arddulliadol priodol.
- Cyflwyno perfformiad hyderus ac uchelgeisiol, gan ddangos sgiliau cyfathrebu effeithiol gyda'r cyfeilydd a'r gynulleidfau.
- Dangos bod ganddynt y gallu a'r awydd i ddatblygu ac ehangu arddull y darnau a berfformir.
- Cymhwyso Model Estill i adnabod a datrys problemau lleisiol.

CYNNWYS DANGOSOL

- Bydd myfyrwyr yn cwmpasu'r Model Estill
- Caiff myfyrwyr eu cyflwyno i nifer o arddulliau a genres
- Bydd y myfyrwyr yn dadansoddi ystod eang o sgiliau technegol, a'r broses o baratoi a chyflwyno perfformiad e.e. eu cryfderau a'u gwendidau technegol, eu cywirdeb o ran arddull, eu dehongliad (a'u hynganu yn achos cantorion).
- Bydd cyfleoedd rheolaidd i adfyfrio'n feirniadol ar eu cyrhaeddiadau, a bydd disgwyl iddynt cadw dyddlyfr o'u datblygiad.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	108	36%
Dysgu'n annibynnol	192	64%
Dysgu drwy leoliadau	0%	0%
CYFANSWM	300	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Perfformiad Ymarferol	12 – 15 munud I gynnwys cyflwyniad byr ar bob cân	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	0%
Ymarferol	100%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB5008C	
Teitl y Modwl	Canu 2	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Forrest, L. A., Gates, R. & Obert, K. (2013) <i>The Owner's Manual to the Voice</i> . Efrog Newydd, Oxford University Press.	☐
Hanfodol	Kayes, G. (2004) <i>Singing and the Actor</i> . Llundain, A & C Black.	☒
Pellach	Bell, J. and Chicurel, S. R. (2008) <i>Music Theory for Musical Theatre</i> . Maryland, Scarecrow Press.	☒
Pellach	Dayme, M. B. (2006) <i>The Performer's Voice: Realizing your Vocal Potential</i> . Llundain, W. W. Norton.	☒
Pellach	Hammond, M. (2009) <i>Thank You – That's All We Need for Today</i> . Llundain, Faber.	☐
Pellach	Harvard, P. (2013) <i>Acting Through Song</i> . Llundain, Nick Hern Books.	☒

Cod y Modwl	ADPB5009C
Teitl	Actio 2
Dyddiad	20/08/2021
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu a chryfhau gallu'r myfyrwyr i ddeall a thrafod eu proses actio ymhellach yng nghyd-destun ymarferion sgrîn neu theatr
- Trochi'r myfyriwr yn nulliau actio sgrîn ar gyfer ffilm a theledu a datblygu'n berfformiwr hyderus, yn barod i weithio o dan bwysau ac amodau gwaith byd y cyfryngau.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Dangos dealltwriaeth aeddfed o effaith a phwrpas ymarferion, gyda'r gallu i ddadansoddi cyd-destun y ddrama mewn ffordd hyderus a thrylwyr.
- Dangos gwybodaeth o ystod o ymarferion a thechnegau actio at ddibenion datblygiad parhaus y myfyrwyr
- Dangos dealltwriaeth o bwysigrwydd datblygiad cymeriadau a pharhad mewn perfformiad.
- Deall a gwerthuso pwysigrwydd bod â ffocws a bod yn barod am ymarferion sgrîn neu theatr.
- Dangos gwerthfawrogiad llwyr o rôl y tîm technegol, yr adran greadigol a chynhyrchu a sut y mae eu cyfraniad fel actorion yn gweithio ar y cyd â'r holl bersonél sy'n rhan o'r cynhyrchiad.

CYNNWYS DANGOSOL

- Caiff y myfyrwyr eu cyflwyno i dechnegau actio Stanislavski, Meisner, Michael Chekhov, ymhlith eraill, ac yn cael y cyfle i feistroli terminoleg pob proses er mwyn hybu eu sgiliau a'u gallu i gyfathrebu gyda'r cyfarwyddwyr ac actorion eraill.
- Trwy ymarferion ymarferol, bydd y myfyrwyr yn dyfnhau eu dealltwriaeth o sut i ddadansoddi a deall seicoleg y cymeriad a llywio datblygiad y cymeriad trwy'r stori, yn emosiynol ac yn gorfforol.
- Trwy weithio'n rhan o gast bydd y myfyriwr yn dysgu am gydweithio a chyd-greu, gan ddatblygu eu dealltwriaeth gorfforol a synhwyrdd i lefel uwch.
- Bydd y myfyriwr yn derbyn hyfforddiant actio ar gyfer camera, gan weithio gyda chyfarwyddwr sgrîn, gweithredwr sain a gweithredwr camera goleuo.
- Yn ystod y broses ffilmio bydd y myfyriwr yn cael hyfforddiant er mwyn gweithio'n aelodau o'r criw technegol yn ogystal â pherfformio i gamera a deall ffilmio gydag un camera a nifer o gamerâu, gweithredu sain, parhad, wardrob, colur, yr adran ddylunio a'r broses olygu. Bydd y myfyriwr yn cael adborth yn rheolaidd yn ystod y broses a chyfle i gael sesiynau tiwtorial.
- Daw'r modwl i'w anterth mewn drama lwyfan a chaiff fersiwn wedi'i olygu o'r gwaith a ffilmir ei ddangos.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	72	36%
Dysgu'n annibynnol	128	64%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Ymarferol	Actio mewn drama deledu. 10 munudau	50%

Elfen Asesu 2

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Ymarferol	Actio mewn drama lwyfan. 1 awr	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	0%
Ymarferol	100%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB5009C	
Teitl y Modwl	Actio 2	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Alfreds, M: <i>Different Every Night</i> . Nick Hern Book 2007	☒
Hanfodol	Meisner, S. & Longwell, D. (1987) <i>Sanford Meisner on Acting</i> . London, Penguin Vintage.	☒
Hanfodol	Bennetti, R. (2006) <i>Action! Professional Acting for Film and Television</i> . London, Pearson	☐
Hanfodol	Conway, P. & Wooster, R. (2020) <i>Screen Acting Skills, A Practical Handbook</i> . London, Methuen.	
Pellach	Caine, M. (1997) <i>An Actor's Take on Moviemaking</i> . London, Applause.	☐
Pellach	Stanislavski, C. (2013) <i>Building a Character</i> . London, Theatre Arts Books.	☒
Pellach	Rushe, S. (2019) <i>The Michael Chekhov Acting Technique: A Practitioner's Guide</i> . London, Bloomsbury Methuen.	☐
Pellach	Britten, B. (2014) <i>From Stage to Screen - A Theatre Actor's Guide to Working on Camera</i> . London, Bloomsbury Methuen	☐

Module Code	ADPB5010
Title	Collaborative Project
Date	20/08/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- Develop the student's understanding of the creation of new work
- To research, develop and produce a new piece of theatre

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Work collaboratively to research, rehearse and perform a contemporary piece of theatre
- Critically evaluate their own contribution to the production process.
- Demonstrate knowledge and understanding of the various artistic processes and choices involved in the producing process.
- Balance self-direction and collaborative work. Adapt and design working methods for each new situation. Self-management, collaborative working skills, problem solving, listening, critical analysis and valuing own and others' ideas and beliefs

INDICATIVE CONTENT

- Students will explore the various practises and formulas of how theatre is made by various practitioners and companies and develop a range of practical skills, from scriptwriting and composing to devising and directing.
- The projects will explore the importance of diversity and inclusion within theatre. With a number of guest lectures and workshops from a wide range of practitioners who create and work in different ways.
- There will be a series of devising workshops to develop ideas with a playwright/theatremaker with a balance between creating through performance and reacting to various stimuli and focusing on text and structure with practical exercises, writing tasks and feedback.
- The student will become familiar with the key principles of dramatic writing and devising by exploring themes and reacting to them, using research for inspiration and character development.
- Students will be introduced to how professional R&D procedures work. Understanding their own creative strengths and implying those strengths to the process
- The tutor will work with the student's creative skills to develop a piece of work. The tutor will encourage, discuss and allow the student to recognising their individual

strengths and interests to tailor towards a performance where these strengths are showcased.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36%
Independent learning	128	64%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Performance of new piece and supporting material.	Equivalent of 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPB5010	
Module Title	Collaborative Project	
Classification	Reading List entry	Electronic*
Essential	Guidance will be given to students on an individual basis once each student's particular area of study has been established. It is anticipated that the bibliography from a cross section of modules will be used.	☐

Cod y Modwl	ADPB5010C
Teitl	Prosiect Cydweithredol
Dyddiad:	20/08/2021
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu dealltwriaeth y myfyrwyr o sut i greu gwaith newydd
- Ymchwilio, datblygu a chynhyrchu darn newydd o theatr

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Gweithio'n gydweithredol i ymchwilio, ymarfer a pherfformio darn cyfoes o theatr
- Gwerthuso'n feirniadol eu cyfraniad nhw at y broses gynhyrchu.
- Dangos gwybodaeth a dealltwriaeth o'r gwahanol brosesau artistig a'r dewisiadau sy'n rhan o'r broses gynhyrchu.
Cydbwysu hunan-gyfeiriad a gwaith cydweithredol. Addasu a dylunio dulliau gwaith ar gyfer pob sefyllfa newydd. Hunan-reolaeth, sgiliau gwaith cydweithredol, datrys problemau, gwrandio, dadansoddi beirniadol a gwerthfawrogi eu syniadau a'u credoau eu hunain ac eraill

CYNNWYS DANGOSOL

- Bydd myfyrwyr yn archwilio i'r wahanol arferion a fformiwlâu a ddefnyddir i wneud theatr gan wahanol ymarferwyr a chwmnïau ac yn datblygu ystod o sgiliau ymarferol, o ysgrifennu sgrïptiau a chyfansoddi l ddyfeisio a chyfarwyddo.
- Bydd y prosiectau'n archwilio pwysigrwydd amrywiaeth a chynhwysiant mewn theatr. Gyda nifer o ddarlithwyr gwadd a gweithdai gan ystod eang o ymarferwyr sy'n creu a gweithio mewn gwahanol ffyrdd.
- Bydd cyfres o weithdai dyfeisio i ddatblygu syniadau gyda dramodydd/gwneuthurwr theatr gyda chydbwysedd rhwng creu trwy berfformiad ac ymateb i wahanol ysgogiadau a ffocysu ar destun a strwythur gydag ymarferion ymarferol, tasgau ysgrifennu ac adborth.
- Bydd y myfyriwr yn ymgyfarwyddo ag egwyddorion allweddol ysgrifennu dramatig a dyfeisio trwy archwilio themâu ac ymateb iddynt, defnyddio ymchwil ar gyfer ysbrydoliaeth a datblygu cymeriad.
- Caiff myfyrwyr eu cyflwyno i sut y mae gweithdrefnau R&D proffesiynol yn gweithio. Deall eu cryfderau creadigol eu hunain a chymhwyso'r cryfderau hynny i'r broses
- Bydd y tiwtor yn gweithio gyda sgiliau creadigol y myfyriwr i ddatblygu darn o waith Bydd y tiwtor yn annog, trafod a chaniatáu i'r myfyriwr adnabod eu cryfderau a

diddordebau unigol i deilwra tuag at berfformiad lle caiff y cryfderau hyn eu harddangos.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	72	36%
Dysgu'n annibynnol	128	64%
Dysgu drwy leoliadau	0	0
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Perfformio darn newydd a deunydd ategol	Cyferth â 3000 o eiriau	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	100%
Ymarferol	0%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB5010C	
Teitl y Modwl	Prosiect Cydweithredol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Rhoddir arweiniad i fyfyrwyr yn unigol unwaith y bydd maes astudio penodol pob myfyriwr wedi'i sefydlu. Rhagwelir y bydd llyfryddiaeth o drawstoriad o fodylau'n cael ei ddefnyddio.	☐

Module Code	ADPB5012
Title	Audition Technique
Date	20/08/2021
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- Develop the student's understanding of their casting potential in readiness for auditioning in the industry.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge and critical understanding of the principles of auditioning for a role
- Demonstrate knowledge and critical understanding of the pathways to source the most relevant works to demonstrate the student's strengths as a performer.
- Demonstrate knowledge and critical understanding and application of audition etiquette

INDICATIVE CONTENT

- Through research skills lectures, students will be shown how to seek the most suitable monologues and songs for them. Students will work with the tutor on scene and character analysis.
- Role-play with students playing actor, employer, casting director, agent in order to reflect on communication skills, suitable clothing and make up, building rapport during the audition, taking direction and handling feedback.
- Students will have practical sessions to develop the necessary skills for taking part in a mock dance audition, encompassing pace, technique and process of a dance audition.
- The dance classes will give the students opportunity to learn about audition etiquette and how to apply relevant stylistic qualities, and the ability to pick up and retain choreography.
- The students will learn how to create a current actor's CV ready for the mock auditions.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	36%
Independent learning	64	64%
Placement learning	0	0
TOTAL	100	100

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Mock Auditions to industry panel	45 minutes or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPB5012	
Module Title	Audition Technique	
Classification	Reading List entry	Electronic*
Essential	Stone, D. & Heen, S. (2016) <i>Thanks For The Feedback: The Science and Art of Receiving Feedback Well</i> . London, Penguin.	☒
Essential	Barry, H. (2018) <i>Emotional Resilience: How to Safeguard your Mental Health</i> . London, Orion.	☐
Further	Rutherford, N. (2012) <i>Musical Theatre Auditions and Castings</i> . London, Methuen Drama.	☐
Further	Powell, H. (2014) <i>The Audition Bible: Secrets Every Actor Needs</i> . Burbank, Tavin Press.	☒
Further	Cayouette, L. & Dreyfuss, R. (2012) <i>Know Small Parts: An Actor's Guide to Turning Minutes into Moments</i> . LA, Nola Press.	☐
Further	Fischer, J. (2017) <i>The Actor's Life: A Survivor's Guide</i> . Dallas, BenBella Books	☒

Cod y Modwl	ADPB5012C
Teitl	Techneg Clyweld
Dyddiad	20/08/2021
Lefel	5
Credydau	10
Rhagofynion	Dim

AMCAN(ION)

- Datblygu dealltwriaeth y myfyrwyr o'u potensial castio yn barod am glyweliadau yn y diwydiant.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Dangos gwybodaeth a dealltwriaeth feirniadol o egwyddorion clyweld ar gyfer rôl
- Arddangos gwybodaeth a dealltwriaeth feirniadol o'r llwybrau i ddarganfod y darnau o waith mwyaf perthnasol i ddangos cryfderau myfyriwr fel perfformiwr.
- Dangos gwybodaeth a dealltwriaeth feirniadol a chymhwyso moesau clyweld

CYNNWYS DANGOSOL

- Trwy ddarlithoedd sgiliau ymchwil, dangosir myfyrwyr sut i chwilio am y monologau a chaneuon mwyaf addas iddyn nhw. Bydd myfyrwyr yn gweithio gyda'r tiwtor ar ddadansoddi golygfeydd a chymeriadau.
- Chwarae rhan gyda myfyrwyr yn chwarae actor, cyflogwr, cyfarwyddwr castio, asiant er mwyn adfyfrio ar sgiliau cyfathrebu, dillad a cholur addas, meithrin perthynas yn ystod y clyweliad, derbyn cyfarwyddyd ac ymdrin ag adborth.
- Bydd myfyrwyr yn cael sesiynau ymarferol i ddatblygu'r sgiliau angenrheidiol ar gyfer cymryd rhan mewn clyweliad dawns ffug, yn cynnwys cyflymdra, techneg a phroses clyweliad dawns.
- Bydd y dosbarthiadau dawns yn rhoi cyfle i fyfyrwyr ddysgu am foeseg clyweld a sut i gymhwyso nodweddion arddulliadol perthnasol, a'r gallu i ddysgu a chofio coreograffi.
- Bydd y myfyrwyr yn dysgu sut i greu CV actor cyfredol yn barod am y clyweliadau ffug.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	36%
Dysgu'n annibynnol	64	64%
Dysgu drwy leoliadau	0	0
CYFANSWM	100	100%

ASESU

Elfen Asesu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Clyweliadau ffug	45 munud neu gyfwerth	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	0%
Ymarferol	100%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPB5012C	
Teitl y Modwl	Techneg Clyweld	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Stone, D. & Heen, S. (2016) <i>Thanks For The Feedback: The Science and Art of Receiving Feedback Well</i> . Llundain, Penguin.	☒
Hanfodol	Barry, H. (2018) <i>Emotional Resilience: How to Safeguard your Mental Health</i> . Llundain, Orion.	☐
Pellach	Rutherford, N. (2012) <i>Musical Theatre Auditions and Castings</i> . Llundain, Methuen Drama.	☐
Pellach	Powell, H. (2014) <i>The Audition Bible: Secrets Every Actor Needs</i> . Burbank, Tavin Press.	☒
Pellach	Cayouette, L. & Dreyfuss, R. (2012) <i>Know Small Parts: An Actor's Guide to Turning Minutes into Moments</i> . LA, Nola Press.	☐
Pellach	Fischer, J. (2017) <i>The Actor's Life: A Survivor's Guide</i> . Dallas, BenBella Books	☒

Module Code	ADPA5017
Title	Ensemble Performance
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To work collaboratively with or without a musical director to produce a range of ensemble performances suitable for a given performance context.
- To analyse, internalise and deliver a secure performance embedding areas of practice including reading notation, learning aurally, ensemble etiquette and musical self-awareness.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the ability to analyse and interrogate musical materials and to deliver a secure musical performance.
- Demonstrate the ability to internalise and reconstruct musical materials within an ensemble context.
- Demonstrate skills of teamwork, negotiation, organisation and decision making.

INDICATIVE CONTENT

- Students will work collaboratively to prepare various ensemble pieces for performance.
- A series of workshop sessions will be undertaken in which music is prepared for performance with a musical director or with tutorial support where students will lead on areas of musical preparation.
- The ensemble performances may consist of multifaceted staged works, studio or concert performances and could incorporate duets, small groups and large scale pieces.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36%
Independent learning	128	64%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Ensemble Performance 1	Appropriate to the discipline	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Ensemble Performance 2	Appropriate to the discipline	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPA5017	
Module Title	Ensemble Performance	
Classification	Reading List entry	Electronic*
Essential	Cleland, K. (2010). <i>Developing Musicianship Through Aural Skills: A Holistic Approach to Sight Singing and Ear Training</i> . Abingdon: Routledge.	☐
Essential	Jackson, J. (2013). <i>Reading Music Made Easy</i> . London. Flame Tree Publishing.	☐
Essential	Stewart, D. (2006). <i>Musicians guide to reading and writing music</i> . UK: Backbeat.	☐
Further	Wyatt, K. & Schroeder, C. (1998). <i>Harmony and theory: A comprehensive source for all musicians</i> . Musicians Institute Press.	☐

Module Code	ADPA5018
Title	Performance Project 2
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To perform as part of an ensemble, in small groups and/or in solo pieces contributing to a large-scale performance project.
- To prepare for a performance and deliver to a public audience at a near professional level.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.
- Demonstrate an individual musical personality or 'voice', through advanced technical skills and deeper levels of interpretative insight.
- Demonstrate the ability to work in combination with others on joint projects or activities.

INDICATIVE CONTENT

- Students will take part in a large-scale project working alongside professional tutors.
- Taught practical sessions and rehearsals will facilitate the development of a performance to be presented publicly.
- Students will work collaboratively within a disciplined professional environment to achieve their individual and ensemble goals for the project.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36%
Independent learning	128	64%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Performance	Approximately 45 minutes	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPA5018	
Module Title	Performance Project 2	
Classification	Reading List entry	Electronic*
Essential	Fisher, J. & Kayes, G. (2018). <i>This is a Voice</i> . London: Wellcome Collection.	☐
Essential	Elliott, M. (2006). <i>Singing in Style. A Guide to Vocal Performance Practices</i> . Yale: Yale University Press.	☐
Essential	Kayes, G. (2004). <i>Singing and the Actor</i> . London: A & C Black.	☒
Further	Toft, R. (2013). <i>Bel Canto. A Performers Guide</i> . Oxford: Oxford University Press.	☐
Further	Sadie, S. & Macy, L. (eds). (2009). <i>Grove Book of Operas. Second edition</i> . Oxford: Oxford University Press.	☐
Further	Shih, P. (2003) <i>Gigging: A Practical Guide for Musicians</i> . New York: Allworth Press	☐
Further	Laster, J. (2001). <i>So You're the New Musical Director!</i> . Plymouth: Scarecrow Press.	☐

Module Code	ADPA5019
Title	Presenting Performance
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a comprehensive understanding of the expectations for movement as a musician in the professional industry.
- To develop the student's understanding of their casting potential in readiness for auditioning in the industry.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge of the key components of performance and the processes by which it is created.
- Demonstrate understanding of audition etiquette and an ability to apply it in practice.
- Exhibit creative and intelligent understanding of group and collective processes in performance.

INDICATIVE CONTENT

- Students will work in a combination of lectures, seminars and workshops addressing elements of performance beyond those perceived to be specifically musical skills, with a view to developing a holistic performer.
- Taught sessions will develop presentation, communication, movement and acting for musicians to develop understanding of the mechanics and terminology of working on the stage.
- Acting, movement and choreography classes will develop students' personality and communication on the stage, and in turn develop overall confidence.
- Students will undertake a mock audition designed to simulate the experience of an industry audition

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical	Mock Audition	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Staged Performance	Extended project depending on context	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPA5019	
Module Title	Presenting Performance	
Classification	Reading List entry	Electronic*
Essential	Stone, D & Heen, S. (2016). <i>Thanks for the feedback, the science and art of receiving feedback well</i> . Penguin	☐
Essential	Barry, H. (2018). <i>Emotional Resilience. How to safeguard your mental health</i> . Orion Spring	☐
Essential	Kayes, G & Fisher, J. (2002). <i>Successful Singing Auditions</i> . London: Bloomsbury Publishing PLC.	☐
Further	Ostwald, D. (2005). <i>Acting for Singers: Creating Believable Singing Characters</i> . Oxford: Oxford University Press.	☐
Further	Stanislavski, C. (2013). <i>An Actor prepares. Reprint edition</i> . London: Bloomsbury Academic.	☐
Further	Rutherford, N. (2012). <i>Musical Theatre Auditions and Castings</i> . Methuen Drama.	☒

Module Code	ADPA5020
Title	Repertoire and Style 2
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To analyse and evaluate various musical repertoire.
- To apply both technical and theoretical knowledge in order to deliver informed performances working across a wide range of repertoire.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate and understand musical contexts and style, and the appropriate application of that knowledge in performance.
- Demonstrate a solid grasp of theory in different contexts.
- Produce musical performances that demonstrate advanced technical skill and knowledge of the repertoires and concepts associated with it.

INDICATIVE CONTENT

- Lectures, seminars and workshops will be provided in the various repertoires of the field of study along with sessions addressing the application of languages in performance.
- Workshop sessions will facilitate discussion and evaluation of musical performance.
- Masterclass opportunities with a range of specialist tutors will facilitate the development of performance practices that are stylistically appropriate to the repertoire.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	40%
Independent learning	120	60%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Performance	Appropriate to the discipline	70%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case Study	Equivalent to 1200 words	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	30%
Practical	70%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPA5020	
Module Title	Repertoire and Style 2	
Classification	Reading List entry	Electronic*
Essential	Morris, R & Hutchison, L. (2016). <i>If in Doubt, Breathe Out! Breathing and Support for Singing Based on the Accent Method</i> . GB: Compton Publishing Ltd.	☐
Essential	LeBorgne, W & Rosenberg, M. (2019). <i>The Vocal Athlete (Second Edition)</i> . Plural Publishing Inc: Plymouth.	☐
Further	Colorni, E. (1995). <i>Singer's Italian: A manual of diction and phonetics</i> . New York: Schirmer.	☐
Further	Adams, D A <i>handbook of diction for singers: Italian, German, French. Second edition</i> . Oxford: Oxford University Press, 2008	☐
Further	Johnson, G. A. <i>French Song Companion</i> . Oxford: Oxford University Press, 2002	☐
Further	Pischorn, J. (2018). <i>German diction for English-speaking singers</i> . GB: Augarten Press.	
Further	Olin, E. (2012). <i>Singing in Russian: A Guide to Language and Performance</i> . Maryland: Scarecrow Press.	☐
Further	Cockburn, J., Johnson, G. & Stokes, R. (2006). <i>The Spanish Song Companion</i> . Maryland: Scarecrow Press.	☐

Module Code	ADPA5022
Title	Vocal Technique 2
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the constituent elements of vocal technique including self-critical analysis and personal practice regime.
- To develop greater fluency in vocal technique in an extended and more varied repertoire.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the ability to work independently, and to show self-motivation and critical self-awareness.
- Demonstrate the ability to convey personal expression and imagination in practice through employing appropriate technical and interpretative means.
- Demonstrate a critical understanding of technical analysis in personal and peer performances.

INDICATIVE CONTENT

- Students will receive individual tuition in vocal technique.
- Students will engage in taught classes considering the application of vocal technique in performance.
- Group sessions will encourage discussion on the principles of vocal technique.
- Masterclasses will develop critical understanding of the voice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	40%
Independent learning	120	60%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Technical Assessment	Approximately 7 minutes	70%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	Approximately 9 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPA5022	
Module Title	Vocal Technique 2	
Classification	Reading List entry	Electronic*
Essential	Davies, G. & Jahn, A. (2004). <i>Care of the Professional Voice: A guide to Voice Management for Singers, Actors and Professional Voice Users</i> . Second Edition. London: A&C Black Publishers Ltd.	☐
Essential	Herbert-Caesari, E. (2007) <i>Vocal Truths – Some of the things I teach</i> . London: Travis & Emery Bookshop Ltd.	☐
Essential	Morris, R & Hutchison, L. (2016). <i>If in Doubt, Breathe Out! Breathing and Support for Singing Based on the Accent Method</i> . GB: Compton Publishing Ltd.	☐
Further	Tetrazzini, L. (1923). <i>How to Sing</i> London: C. Arthur Pearson, Ltd.	☐
Further	Marafioti, P. (1927). <i>Caruso's Method of Voice Production: The Scientific Culture of the Voice</i> . London: D. Appleton and Company.	☐
Further	Herbert-Caesari, E. (1951). <i>Voice of the Mind</i> . London: Robert Hale Ltd.	☐
Further	Hemsley, T. (1998). <i>Singing and Imagination: A human approach to a great musical tradition</i> . Oxford: Oxford University.	☐
Further	Lehmann, L. (1914) <i>How to Sing</i> Revised edition. London: Macmillan & Co.	☐

Module Code	ADPA5023
Title	Acting for Musical Theatre 2
Date	20/08/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide knowledge of the historical development and theories of acting, including scene analysis and character creation, and apply this knowledge to the acting of text, songs, and original company-devised work.
- To devise original piece of theatre inspired by various forms of research, equipping learners with skills in research, devising, structuring, rehearsing and performing.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Perform dramatic excerpts that fully identifies devices in the writing, synthesizes physical and vocal techniques, and demonstrates effective control of speaking with rhythm, meaning and power.
- Perform a musical theatre song with sound and effective understanding of the poetic structures of thought and poetic devices employed by the lyricist.
- Create, rehearse and perform an original ensemble-devised piece of theatre based on various forms of research by the ensemble.
- Critically analyse their performance.

INDICATIVE CONTENT

- The student will participate in exercises exploring the performance of dramatic texts.
- Explore the dramatic potential of psychological devices such as progressive and regressive ladders of ideas, list-making, rhetorical questioning and answering, and antitheses.
- The student will participate in exercises to develop an approach to applying these techniques to musical theatre songs.
- Through weekly performance class students will use a range of established techniques to undertake independent research and development of performance material.
- The student will participate in classes where various approaches to the creation of original devised work will be explored.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	72	36
Independent learning	128	64
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical	12 mins	80%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Essay	1000 words	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	20%
Practical	80%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ADPA5023	
Module Title	Acting for Musical Theatre 2	
Classification	Reading List entry	Electronic*
Essential	Alfreds, M. (2007) <i>Different Every Night</i> . London, Nick Hern Books.	☐
Essential	Mitchell, K. (2009) <i>The Director's Craft</i> . London, Routledge.	☒
Essential	Shurtleff, M. (1978) <i>Audition</i> . New York, Walker & Company.	☐
Further	Bruder, M. et al. (1986) <i>A Practical Handbook for the Actor</i> . New York, Vintage.	☐
Further	Donellan, D. (2005) <i>The Actor and the Target</i> , London, Nick Hern Books.	☐

Further	Merlin, B. (2007) <i>The Complete Stanislavsky Toolkit</i> . London, Nick Hern Books.	☐
Further	<i>New Theatre Quarterly</i> , Cambridge, Cambridge University Press.	☒

Cod y Modwl	ADPA5023C
Teitl	Actio ar gyfer Theatr Gerddorol 2
Dyddiad	20/08/2021
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Darparu gwybodaeth am ddatblygiad hanesyddol a damcaniaethau actio, gan gynnwys dadansoddi golygfeydd a chreu cymeriad, a chymhwyso'r wybodaeth hon i actio testun, caneuon, a gwaith gwreiddiol a ddyfeisiwyd gan y cwmni
- Dyfeisio darn gwreiddiol o theatr wedi'i ysbrydoli gan wahanol fathau o ymchwil, gan roi sgiliau ymchwil, dyfeisio, strwythuro, ymarfer a pherfformio i ddysgwyr.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Perfformio rhannau dramatig sy'n amlygu dyfeisiau yn yr ysgrifennu, sy'n cyfuno technegau corfforol a lleisiol, ac sy'n dangos rheolaeth effeithiol o siarad gyda rhythm, ystyr a phŵer.
- Perfformio cân theatr gerdd gyda dealltwriaeth gadarn ac effeithiol o strwythurau barddonol y meddwl a'r dyfeisiau barddonol a ddefnyddir gan awdur y geiriau.
- Creu, ymarfer a pherfformio darn gwreiddiol o theatr a ddyfeisiwyd gan ensemble yn seiliedig ar wahanol fathau o ymchwil gan yr ensemble.
- Dadansoddi eu perfformiad yn feirniadol.

CYNNWYS DANGOSOL

- Bydd y myfyriwr yn cymryd rhan mewn ymarferion sy'n archwilio perfformiad testunau dramatig.
- Archwilio potensial dramatig dyfeisiau seicolegol megis syniadau sy'n cymryd cam ymlaen ac yn ôl, gwneud rhestrau, cwestiynu ac ateb rhethregol, a gwrthosodiadau.
- Bydd y myfyriwr yn cymryd rhan mewn ymarferion i ddatblygu dull o gymhwyso'r technegau hyn i ganeuon theatr gerdd.
- Drwy'r dosbarth perfformio wythnosol bydd myfyrwyr yn defnyddio ystod o dechnegau sefydledig i ymgymryd ag ymchwil annibynnol a datblygu deunydd perfformio.
- Bydd y myfyriwr yn cymryd rhan mewn dosbarthiadau lle bydd dulliau amrywiol o greu gwaith gwreiddiol a ddyfeisiwyd yn cael eu harchwilio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	72	36
Dysgu'n annibynnol	128	64
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Ymarferol	12 munud	80%

Elfen Asesu 2

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd adfyfyriol	1000 o eiriau	20%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	20%
Ymarferol	80%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	ADPA5023C	
Teitl y Modwl	Actio ar gyfer Theatr Gerddorol 2	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Alfreds, M. (2007) <i>Different Every Night</i> . London, Nick Hern Books.	☐
Hanfodol	Mitchell, K. (2009) <i>The Director's Craft</i> . London, Routledge.	☒
Hanfodol	Shurtleff, M. (1978) <i>Audition</i> . New York, Walker & Company.	☐
Pellach	Bruder, M. et al. (1986) <i>A Practical Handbook for the Actor</i> . New York, Vintage.	☐
Pellach	Donellan, D. (2005) <i>The Actor and the Target</i> , London, Nick Hern Books.	☐
Pellach	Merlin, B. (2007) <i>The Complete Stanislavsky Toolkit</i> . London, Nick Hern Books.	☐

Pellach	<i>New Theatre Quarterly</i> , Cambridge, Cambridge University Press.	☒
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