BA (HONS) ACTING COURSE STRUCTURE

their roles.

At Italia Conti, we believe that the best way to measure an actor's skills is through performance, which is why we've designed our BA (Hons) Acting course to be modular and performance-based.

Our course is structured to help students progress from developing their technical skills in the first year, to refining and applying those skills in rehearsals and projects in the second year, through to performing in public productions with professional directors in the third year. Along the way, students also receive input and support in rehearsals from our skilled practitioners in voice, movement, singing, and intimacy co-ordination as needed. In the third year, students have the opportunity to further develop their individual creative voice and storytelling through a Practical Dissertation, and throughout the year, they are prepared for entry into the performing arts industry through professional preparation workshops, lectures, talks, and individual tutorials. We're committed to helping our students succeed, not just as performers, but as creative artists who bring truth and depth to

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BA (HONS) ACTING YEAR 1 (LEVEL 4)

The first year of the course provides a solid foundation in acting principles. Students are introduced to core principles of Stanislavski's system, as interpreted by various 20th-century and contemporary practitioners such as Uta Hagen, Michael Chekhov, Meisner, and Max Stafford-Clarke, alongside non-traditional processes including Viola Spolin, Sharrell D. Luckett, and Tia M. Shaffer through improvisation and text work, students develop the skills and knowledge needed to create convincing characters. The course progresses to include increasingly complex texts and genres, and each term features a group project integrating acting, voice, movement, and singing. Analytical and reflective skills are emphasised through contextual practice, where students evaluate their own and others' work. Students develop their Camera Technique in Year 1 which provides the foundation for the scene work they do on Camera in Year 2, and their Film Work in Year 3.



Building on the fundamentals established in the first year, students in Year 2 are introduced to non-naturalistic texts and advanced naturalistic texts. They develop practical skills in stage combat (with the option to take a paid BASSC exam), character voice/accent, and acting through song. Students also work on weekly Camera (TV & Film) and Audio (Radio Drama, Voice Over) sessions to continue developing their recorded media skills. In the final term, students work on two separate plays, with a focus on ensemble and stylised performance. They may also participate in a tour to a Fringe venue (optional).

Typical projects in this year include:

- Farce / Restoration Comedy
- Commedia Dell'Arte & Clowning
- Non-naturalism
- Shakespeare
- Greek
- New Writing
 Radio Play & Filmed Scene



The focus of the final year is to prepare students for the professional world and enhance their employability. Students in Year 3 participate in professional productions and work with industry directors, as well as receive professional preparation and career development opportunities such as mock auditions, agent interviews, workshops, seminars, and entry into the Carleton Hobbs Radio Competition. Additionally, they have the opportunity to work on a film project, which provides valuable experience and high-quality material for their showreels. The degree requires the completion of a practical dissertation, promoting independent and professional working practices.

Professional preparation and career development opportunities in this year may include:

- Guidance on choosing headshots and presenting actors' CV
- A range of workshops and seminars to ensure a well-informed entry into the industry (agents, casting, surviving creatively, tax)
- Mock auditions throughout the year, with casting directors from organizations such as The RSC and The Royal National Theatre
- Mock agent interviews with industry agents, who provide feedback on presentation and technique to maximize students' chances of acquiring representation

