



**British College Gavà &
Institute of the Arts
Barcelona**

CrS Programme Guide

2024 - 2026

IB Performing Arts Pathway

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Welcome

It gives me great pleasure to extend a warm welcome to new students embarking on the innovative IB Performing Arts Pathway in collaboration with the British College of Gava.

The IAB is a unique and inspiring Institute dedicated to artistic discovery. With an unwavering commitment to diversity and inclusion, the IAB is a thriving international community of artists, directors, choreographers and creatives.

Our collective commitment to excellence is at the core of what we do. Our training is unique and our approach to education ensures that our students will be equipped for the ever-changing global industry and/or to pursue further study. Our world class staff are respected educators, artists and researchers, committed to nurturing the potential of every student. Each member of staff will aim to both challenge and support you within a safe and stimulating environment, fostering strong technical skills alongside the development of your individual and artistic voice.

I look forward to meeting you over the coming academic year and wish you all the very best in new and exciting area of studies.



Nick Hollamby

Principal

Introduction to the Institute of the Arts Barcelona

Founded in 2013 and located in the town of Sitges, near Barcelona in Spain, the IAB is a specialist performing arts institute specialising in higher education performing arts training. The Institute offers Foundation, Degree, and Masters programmes in Acting, Dance, and Musical Theatre. The Degree and Master programmes are validated by UK University, Liverpool John Moores University. All teaching is in English and focuses on individuality with a strong emphasis on practical training.

Since its inception, the Institute has consistently grown and improved. This year, the IAB proudly celebrates its 10th anniversary, joined by 120 international staff and more than 400 students from over 60 nationalities. In addition, the IAB continues several strong collaborative partnerships with PACE University (USA), ESCAC (Barcelona), Catholic University (USA) and EDSAE (Portugal).

Aims:

1. To provide excellent, innovative and dynamic vocational university level education for individuals wishing to gain and maintain creative and entrepreneurial careers in the performing and recording arts.
2. To support and develop the performing arts as a valuable social and developmental activity in the community and to promote access to these arts, as producers and consumers, irrespective of income, age, gender, ethnicity or disability.

Vision:

1. An internationally renowned higher education institution for the media and performing arts, with outstanding teaching and learning opportunities and state-of-the-art learning resources, that produces graduates able to create, produce and support creative work of the highest calibre.
2. An institution that places the student at the centre of the learning experience and that promotes in its students a commitment to lifelong learning, independence of thought, intellectual rigour, personal and professional integrity and, the drive for excellence.
3. An institution that provides support and encouragement to its teaching staff to employ and contribute to both professional and creative knowledge and expertise in their discipline.

4. An institution that actively seeks partners and collaborators from across the globe to develop its teaching, learning, scholarship and contribution to knowledge in the disciplines that it delivers.
5. An institution that has a dynamic curriculum reflecting best practice and new research in the disciplines that it teaches.
6. An institution that encourages creative and business innovation and entrepreneurship.
7. An institution, which fosters, encourages and nurtures collaboration, teamwork and inter and multidisciplinary practice.
8. An institution recognised for its teaching innovation and the cutting-edge nature, relevance and integrity of its curriculum.
9. A 'first choice' institution for talented and motivated students from across the world which celebrates diversity and embraces difference.
10. Recognised as a centre of excellence for teaching and learning in the media and performing arts, which can attract the best teachers and professional practitioners from across the world and gain recognition / accreditation from professional bodies.
11. Recognised as an institution with a clear understanding of its social responsibility and with a commitment to supporting access to the arts.

Facilities

The IAB has two campuses located in Sitges, Barcelona. One in Can Pei and a second campus in Mas Alba. The Can Pei campus is housed in a unique and stunning building with a fascinating past – the building was designed and purpose-built by Audi, with creativity in mind, as their European design headquarters. Our extensive refurbishment programme has harnessed the building's creative potential, giving our students access to state-of-the-art facilities that include a 200-seat theatre, first-class studios, rehearsal studios, music practice rooms and changing rooms. Other amenities include a cafe offering healthy homemade food, a health clinic for physical and mental health consultations, and a performing arts library with access to a vast database.

The Mas Alba campus is a large, converted warehouse with ample space and an industrial feel. It offers another 5 dance, singing and acting studios as well as an expansive performance area.

In addition to the campus facilities, the Institute has a partnership with 12 Flores, a professional recording studio in Sitges. This allows students to access sound recording and TV studio spaces for various purposes such as recording and producing live sound, rehearsing and filming acting scenes, and producing voice/show reels.



Introduction to the Programme

The objective of the programme is to offer students a well-rounded education that integrates academic learning with practical training in the performing arts. By combining academic study with practical training, the course aims to empower students to excel both academically and artistically.

Diploma and Core Subject Areas

The IBCP Core

This comprises 4 subjects; Personal & Professional Skills, the Reflective Project, Language Development and Service Learning. These are all delivered at BCG.

Diploma Programme Subjects

Students are required to select three of the following subjects at the level most appropriate. Choices include:

- English/Spanish
- Language & Literature
- English
- Spanish & French language acquisition
- Geography
- Global Politics
- Business Management
- Economics
- Psychology
- Biology
- Physics
- Chemistry
- Environmental Systems & Societies
- Computer Science
- Maths
- Theatre
- Music and Visual Arts.

CrS (Career Related Study) - Performing Arts Pathway

This component will be delivered by the Institute of the Arts Barcelona. It will be comprised of 390 hours over 18 months to 2 years.

The CrS Performing Arts programme is centred around three key aspects:

1. **Focusing on Individuality:** The IAB approach prioritises individuality and believes in nurturing each student's unique voice and providing comprehensive skills to thrive in their craft.
2. **Learning by Doing:** IAB programmes offer hands-on, practical training to ensure thorough skill development.
3. **Gaining Performance Experience:** IAB prioritise the application of skills by providing opportunities to perform in front of audiences early on. This approach enables students to gain valuable performance experience from the outset.

The curriculum will focus on Musical Theatre and Acting. **Students will select either the Musical Theatre or the Acting Pathway.**

The course will be delivered over two academic years, comprising approximately 390 hours of Performing Arts related teaching modules at the BCG and IAB.

Core *Musical Theatre* modules will include singing, acting, and movement for musical theatre. Core *Acting* modules will include acting, voice classes, and movement for actors.

Additionally, students will receive one-to-one LAMDA module teaching, leading to medalled examinations in Grades 6, 7, or 8 in either Musical Theatre or Acting with an option of an additional medalled examination in the second year. Supplementary workshops based at IAB will also enhance learning and provide students with the experience and integration of a higher education specialist performing arts institute. In the second year, the programmes will also provide students with the opportunity to develop their musical theatre and acting techniques with the addition of rehearsal and performance workshops.

Introduction to LAMDA

LAMDA (London Academy of Music & Dramatic Arts) is one of the UK's most prestigious drama schools. They offer performance-based examinations which have been carefully refined and developed over many years by experts in education, acting, and communication.

LAMDA's Level Three Solo/Duo qualifications (Grades 6, 7 and 8) are included in the UCAS Tariff. Exams from different syllabi can be "stacked" to gain more UCAS points. So, as an example, points earned for an 'Acting' exam from the Performance syllabi can then be added to the points for a 'Reading for Performance' exam from the Communication syllabi. Multiple exams in the same syllabi are only able to claim one set of points:

- Performance syllabi: Acting or Musical Theatre grades
- Communication syllabi: Speaking Verse and Prose, Reading for Performance, or Speaking in Public grades

Academic Year 1

This pathway will be delivered through a structured framework of teaching and learning, with a specific focus on Musical Theatre and Acting. This teaching encompasses the following key components:

1. Performing arts practical and theoretical classes, provided by IAB specialist faculty staff at BCG school, serving as a foundational element for learning.
2. LAMDA module teaching leading to a medalled examination (Grade 6, 7, or 8) in Musical Theatre or Acting. The teaching will be tailored to the needs and developmental progress of each individual student and will be delivered in one to one or small group settings.
3. Workshops hosted at the IAB. The workshops will be held for 2.5 hours and take place twice per academic term.

Timetable Framework Sample – Summary Year 1

Musical Theatre Pathway	Acting Pathway	Approx. Hours Per Term	Type	Location
Performing arts modules – IAB staff led teaching				
Singing Technique	Acting Technique	20 hours	Group	BCG
Acting Technique	Voice Technique	15 hours	Group	BCG
Dance styles for musical theatre	Movement for actors	15 hours	Group	BCG
LAMDA graded examination teaching – hours per term				
LAMDA	LAMDA	5 hours	Solo/Duo	BCG
Theory	Theory	5 hours (up to 10 students)	Group	BCG
Supplementary workshops (examples) – hours per term				
Production	Production	5 hours	Group	IAB
Stage Management	Stage Management		Group	IAB
Front of house	Front of house		Group	IAB

Note: Assuming three terms, each lasting approximately 10 weeks.

Academic Year 2

In keeping with the IAB's approach of 'learning by doing', the students will receive more rigorous practical training that helps them to gain performance experience in front of an audience.

Combined with the option of achieving additional medalled examinations, students will receive up to 90 hours of show preparation time that will culminate in a performance in front of an audience.

As part of the rehearsal into performance supplementary workshops, students will be asked to suggest ideas and explore options in lighting, sound, costume and use of props to enhance the production values of the performance piece.

During the second year of study staff will advise students on preparing self for progression to a full-time performing arts course in terms of the audition and application process.

Timetable Framework Sample – Summary Year 2

Musical Theatre Pathway	Acting Pathway	Approx. Hours Per Term	Type	Location
Performing arts modules – IAB staff led teaching				
Singing Technique	Acting Technique	18 hours	Group	BCG
Acting Technique	Voice Technique	14 hours	Group	BCG
Dance styles for musical theatre	Movement for actors	13 hours	Group	BCG
LAMDA graded examination teaching – hours per term				
LAMDA	LAMDA	5 hours	Solo/Duo	BCG
Theory	Theory	5 hours (up to 10 students)	Group	BCG
Supplementary workshops (examples) – hours per term				
MT Technique	Acting Technique	10 hours	Group	IAB
Rehearsal into Performance	Rehearsal into Performance		Group	IAB

Note: Assuming three terms, each lasting approximately 10 weeks.

CrS Programme Structure and Modules of Study

Acting Programme

All modules are core and must be studied. The below tables show the programme structure and modules therein for the Acting Programme:

Module Title	Year 1	Year 2
<i>Acting Technique</i>	x	x
<i>Voice Technique</i>	x	x
<i>Movement for Actors</i>	x	x
<i>LAMDA Practical</i>	x	x
<i>LAMDA Theory</i>	x	x
<i>Workshops</i>	x	x

Module Information

Acting Technique Modules Year 1 and Year 2

The modules will explore a range of strategies to develop a characterisation and portray meaning for an audience. They will include actor training games, exercises, use of improvisation, deconstruction of a script to find the given circumstances and working in ensemble. Year 1 will introduce the learner to using intellectual, emotional and physical attributes to develop a rounded characterisation. Year 2 will focus on the embodiment of a characterisation to deliver meaning, storyline and communication with the audience.

The Learning Outcomes to be assessed are;

- Year 1 Build and portray a rounded characterisation.
- Year 2 Develop and deliver to an audience two contrasting characterisations.

Voice Technique Modules Year 1 and Year 2

The modules will explore a range of strategies to strengthen and extend knowledge and understanding of the use of the voice. Year 1 will introduce the learner to a basic exploration of the vocal anatomy will be introduced through exercises, as will developing clarity, enunciation, breath control and how to convey emotion and meaning. Year 2 will further develop these techniques in the application to script and vocally freeing the actor to release an intended meaning of the script.

The Learning Outcomes to be assessed are;

- Year 1 Demonstrate the given range of vocal exercises and tasks.
- Year 2 Prepare and present two contrasting vocal speeches.

Movement for Actors Modules Year 1 and Year 2

The modules will focus on using the body to convey meaning, intention and the physical attributes of a character. Year 1 will introduce the learner to using Improvisation to explore use of gesture, styles of movement and building the confidence of the learner to be at ease on the stage. Year 2 will further develop this work to enhance the learners use of physicality in building a characterisation.

The Learning Outcomes to be assessed are;

- Year 1 Create an individual sequence of movements to depict different ages of a character.
- Year 2 Develop and present two silent and contrasting characterisations from observations of everyday life.

Workshop Information

In Year 1 the series of workshops will explore elements of production and how production values can affect the experience of the audience. In addition to these values (lighting, sound, costume, scenery, props) the workshops will also explore the importance of stage management and the front of house experience.

In Year 2 time will be given to advancing stagecraft knowledge and techniques in both the Acting and the Musical Theatre strands as preparation for the subsequent rehearsal period which culminates in the final performance of the programme.

LAMDA Practical Module

The LAMDA *Level 3 Certificate in Performance: Acting* is designed to enable Learners to develop a wide range of acting skills. Learners will perform their

chosen scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to support and inform characterisation and engage the audience.

LEARNING OUTCOMES: GRADE 6, GRADE 7 and GRADE 8

Interpretation

LO1: perform the chosen scenes from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the text

LO3: create a physical response to the text

Knowledge

LO4: know and understand the content and context of the chosen

LAMDA Theory Module

The Learner(s) will be required to:

- know and understand the chosen selections
- know and understand the key principles and influences in the process of acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood (Grade 8 only)

Musical Theatre Programme

All modules are core and must be studied. The below tables show the programme structure and modules therein for the Musical Theatre Programme:

Module Title	Year 1	Year 2
<i>Singing Technique</i>	x	x
<i>Acting Technique</i>	x	x
<i>Dance Styles for Musical Theatre</i>	x	x
<i>LAMDA Practical</i>	x	x
<i>LAMDA Theory</i>	x	x

Workshops	Year 1	Year 2
x	x	x

Module Information

Singing Modules Year 1 and Year 2

The modules will explore a range of strategies to strengthen and extend knowledge and understanding of vocal technique in contrasting genres of music. In Year 1 specific exercises will be used to develop ability in singing in harmony, observing rhythm and tonal accuracy and applying creative experience to convey meaning and genre, Year 2 will further develop these techniques, explore moving from text into song and examine a range of contrasting musical works.

The Learning Outcomes to be assessed are;

- Year 1 Demonstrate two contrasting styles of song and character.
- Year 2 Select two pieces, each from a different genre, develop and present each piece demonstrating a synthesis of singing, acting and movement in character.

Acting Technique Modules Year 1 and Year 2

The modules will explore a range of strategies to develop a characterisation and portray meaning for an audience. Year 1 will include actor exercises, use of improvisation, deconstruction of a libretto to find the given circumstances of a character and developing individual actions whilst working in a chorus/ensemble scenario. It will introduce the learner to using intellectual, emotional and physical attributes to develop a rounded characterisation paying close attention to the genre/style of the musical. Year 2 will focus on the sustaining characterisation through song and using characterisation to deliver meaning, storyline and communication with the audience.

The Learning Outcomes to be assessed are;

- Year 1 Build and demonstrate a characterisation through both the medium of song and an extract of text from a libretto.
- Year 2 Develop and present to an audience two contrasting characterisations through the medium of song.

Dance Styles for Musical Theatre Modules Year 1 and Year 2

The modules will focus on exploring use of the body to convey meaning, intention and the physical attributes of a character. Year 1 will look at a range of dance styles and techniques used within Musical Theatre through research activities and practical classes. Given choreography will be practised and demonstrated as extracts of songs are sung. Year 2 will further develop this work to enhance knowledge of different musical theatre dance styles and will practically explore more complex choreography.

The Learning Outcomes to be assessed are;

- Year 1 Learn and demonstrate a given choreography
- Year 2 Present two contrasting dance styles, one of which is also sung.

Workshop Information

In Year 1 the series of workshops will explore elements of production and how production values can affect the experience of the audience. In addition to these values (lighting, sound, costume, scenery, props) the workshops will also explore the importance of stage management and the front of house experience.

In Year 2 time will be given to advancing stagecraft knowledge and techniques in both the Acting and the Musical Theatre strands as preparation for the subsequent rehearsal period which culminates in the final performance of the programme.

LAMDA Practical Module

The LAMDA *Level 3 Certificate in Musical Theatre (Solo/Duo)* is designed to enable students to develop a wide range of skills in acting through song. Students will perform three songs from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. The three songs presented must all be from different published works of musical theatre or film musicals. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Students will combine physical and vocal flexibility to support the musical text and engage the audience.

LEARNING OUTCOMES: GRADE 6 AND GRADE 7

Interpretation

LO1: perform three songs from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the chosen songs LO3: create a physical response to the chosen songs

Knowledge

LO4: know and understand the content of the chosen songs

LO5: know and understand the context of the chosen songs

LO6: know and understand the techniques required for musical theatre

LEARNING OUTCOMES: GRADE 8

Interpretation

LO1: perform three songs from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the chosen songs LO3: create a physical response to the chosen songs

Knowledge

LO4: know and understand the content of the chosen songs

LO5: know and understand the context of the chosen songs

LO6: know and understand the work and contribution to musical theatre of one chosen practitioner.

Programme Tutors

The Performing Arts Pathway will be delivered by members of the IAB faculty. The IAB faculty are all accomplished performers and educators who currently work on the Foundation and BA(Hons) programmes at the IAB.

The tutors, their email address and subject specialism is listed below:

Coordinator	Jofre Alsina
Acting	Kate Shenton
Dance / Movement	Eleanor Dean
Singing	Jofre Alsina
Workshops	Multiple Guest Faculty

CrS Performing Arts Academic Regulations

The CrS Performing Arts Pathway is studied over 18 months.

Successful completion of each module of the programme is required to be granted the award.

Students are expected to undertake guided learning for 390 hours during the programme. Guided learning comprises:

- Taught classes.
- Rehearsals.
- Performances.
- Self-directed study – reading around the subject, line learning, researching particular topics, watching and learning from professional performances, and fitness/vocal exercises.
- Self-directed preparation for class-based activities/learning.

The learning required on each of the modules is defined in the Module Guide which also details the Learning Outcomes for each module.

Individual assessments are undertaken to test the students' knowledge, skill and abilities in relation to the Module Learning Outcomes.

All assessments will be assessed using a combination of IAB and LAMDA Assessment criteria.

Successful completion of the IAB CrS Performing Arts Pathway satisfies the academic entry criterion (only) for entry to the cognizant Foundation Programme at the IAB, that is: CrS Performing Arts Pathway to Foundation Musical Theatre*

*Entry is dependent on the successful completion of the IAB Audition process.

Academic Award

To be awarded an IAB CrS Performing Arts Academic Award, a student must attempt each assessment task and achieve a mark of 40% on each assessment.

Each student will be issued with a Transcript of Study at the end of the programme.

Each student successfully completing the programme will be issued with an IAB Award Certificate.

Equal Opportunities, Disability and Data Protection

Data and the IAB is held electronically, protected and only accessible by authorised members of staff.

The IAB approach to equal opportunities and supporting students with disabilities is explained in the IAB Equality and Diversity Policy which can be seen at <https://www.iabarcelona.com/quality-assurance-and-policies/>

For further information on the approach to equal opportunities and disability support please contact the Head of Student Services e.grovesraines@iabarcelona.es



Frequently Asked Questions

1. What is the IB Performing Arts Pathway and how is it delivered?

The IB Performing Arts Pathway is a comprehensive programme offered in collaboration with the British College of Gava (BCG) and the Institute of the Arts Barcelona (IAB). It integrates academic learning with practical training in the performing arts. The curriculum combines theoretical study with vocational training in the performing arts.

2. What are the key components of the Career Related Study (CrS) Performing Arts Pathway?

The CrS Performing Arts Pathway in Musical Theatre and Acting focuses on individuality, practical training, and performance experience. It includes related modules alongside with one-to-one LAMDA (London Academy of Music & Dramatic Arts) teaching for graded examinations.

3. How long does the CrS Performing Arts Pathway last?

The CrS Performing Arts Pathway is delivered over 18 months to 2 years, comprising approximately 390 hours of performing arts-related teaching modules.

4. What are the core modules included in the Acting Programme?

The core modules of the Acting Programme include Acting Technique, Voice Technique, Movement for Actors, LAMDA Practical, LAMDA Theory, and various workshops aimed at enhancing stagecraft knowledge and techniques.

5. What are some key aspects of the London Academy of Music & Dramatic Arts (LAMDA) and its qualifications?

LAMDA (London Academy of Music & Dramatic Arts) is one of the UK's most prestigious drama schools. They offer performance-based examinations which have been carefully refined and developed over many years by experts in education, acting, and communication.

LAMDA's Level Three Solo/Duo qualifications (Grades 6, 7 and 8) are included in the UCAS Tariff. Exams from different syllabi can be "stacked" to gain more UCAS points. So, as an example, points earned for an 'Acting' exam from the Performance syllabi can then be added to the points for a 'Reading for Performance' exam from the Communication syllabi. Multiple exams in the same syllabi are only able to claim one set of points:

- Performance syllabi: Acting or Musical Theatre grades
- Communication syllabi: Speaking Verse and Prose, Reading for Performance, or Speaking in Public grades

6. What does the LAMDA Practical Module entail?

The LAMDA Practical Module involves students performing scenes from memory, integrating acting skills to demonstrate a mature understanding of the material. Students combine physical and vocal flexibility to support characterisations and engage the audience.

7. How are students assessed in the CrS Performing Arts Pathway?

Assessment is conducted using a combination of criteria from both IAB and LAMDA. Students must attempt each assessment task and achieve a mark of 40% on each assessment to successfully complete the programme.

8. What are the facilities available for students at the Institute of the Arts Barcelona?

The Institute of the Arts Barcelona offers state-of-the-art facilities including a 200-seat theatre, rehearsal studios, music practice rooms, changing rooms, a health clinic, a performing arts library, and a partnership with a professional recording studio.

9. What qualifications can students achieve through the CrS Performing Arts Pathway?

Successful completion of the CrS Performing Arts Pathway grants students an IAB Award Certificate. Additionally, it satisfies the academic entry criterion for entry to the Foundation Programme at the IAB, subject to successful completion of the audition process.