The title of the module
Movement and physical development (2)

The Department which will be responsible for management of the module
School of Acting

The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
I

The number of credits which the module represents
30 Credits

Which term(s) the module is to be taught in (or other teaching pattern)
The module is taught throughout the second year of training. (Autumn, spring and summer terms)

Prerequisite and co-requisite modules
Movement and physical development (1)

The programmes of study to which the module contributes
BA (Hons) Professional Acting

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
At the end of this module the student will:
• Be able to demonstrate knowledge of specific dance styles including tap, jazz and flamenco
• Be able to demonstrate a greater understanding of character and narrative through movement building on work undertaken at level one
• Be able to demonstrate increased stamina, co-ordination, rhythm, freedom and fluidity of movement
• Be able to demonstrate the ability to perform a combination of dance, movement and song within the genre of music theatre

These specific learning outcomes are designed to continue to develop the individual’s physical strength and stamina. Students continue to work on the physicalisation of a character in support of the work being undertaken in the module Character development and dramatic styles. Students will increase their knowledge of dance steps and styles and will explore the genre of music theatre in some depth, which will include devised work and research into suitable material for the creation of a performance piece for internal showing to peer and tutors with no production values.
9 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Communication skills
- Physical skills
- Safe working practice
- Creative and imaginative skills
- Team work and group dynamics

These learning outcomes support the individual in the use of the body as a communication tool. Students are expected to demonstrate creativity and imagination in their characterisations and where appropriate undertaken research outside class work to support such characterisations.

10 A synopsis of the curriculum

- Pure and applied movement
- Physical theatre
- Historical dance
- Stage combat
- Alexander Technique
- Dance Style including Tap, Jazz, Flamenco
- Movement for Music Theatre

11 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

In achieving the learning outcomes for this module, students will work with LAMDA tutors in tutor led class work and through experiential learning. All classes are practical in support of the vocational nature of this programme of study. There are approximately 161 tutor led class work hours within this module. Students will continue to build on the work in the level one module to develop physical strength and stamina and build muscle memory. Students will also study a range of dance styles and develop dance routines. Students will also spend approximately 72 hours of experiential learning research, devising and rehearsing a music theatre project which culminates in a joint internal presentation with the music module Singing and Musicianship (2), to other students on the programme and tutors. The presentation has no performance values. Throughout the unit students will also receive 45 minutes of one to one tutorials over three terms, in order to discuss their progress and this tutorial system supports the continuous feedback students receive during class work.

12 Assessment methods and how these relate to testing achievement of the intended learning outcomes

Assessment is continuous and measured against the learning outcomes. Final assessment is awarded at the end of the module and students are awarded a pass or fail grade. The pass/fail
grade is based on three assessment points during the module which take the form of written assessment at the end of each term or section of work as detail in the student handbook. By undertaking this frequency of assessment, staff members are able to provide regular guidance and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Assessment takes into consideration, both the student’s commitment and achievement during class and the final presentation of work. Equal weight is given to both the process and the presentation of work. LAMDA considers the development through the learning experience to be as valuable as final presentation, as part of the creative experience. By undertaking the frequency of assessment, staff members are able to provide regular guidance and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching Date

Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

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Head of Department Date

Revised August 2002