The title of the module
Movement and Physical Development (1)

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

The Start Date of the Module
September 2009

The cohort of students (onwards) to which the module will be applicable.
Entry 2009

The number of students expected to take the module
Between 20 - 30

Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
None

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

The number of credits which the module represents
35 Credits

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

Pre-requisite and co-requisite modules
None

The programmes of study to which the module contributes
Foundation Degree in 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 communicate the physical life of a character through movement
• Be able to demonstrate co-ordination, stamina, rhythm, freedom and fluidity of movement in relation to personal awareness
• Be able to demonstrate a basic knowledge of stage combat and historical dance styles
• Be able to demonstrate safe working practice in relation to the individual and the group throughout the course of study

These specific learning outcomes are designed to develop the individual’s physical strength and stamina which will support the student physically during a single performance or longer run of performances. Students are introduced to techniques for the physicalisation of a character which will allow them to develop a believable physical life in support of their characterisations.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

• Physical skills
• Safe working practice
• Creative and Imaginative skills

Students are expected to demonstrate creativity and imagination in their characterisations and where appropriate, undertake research outside class work to support such characterisations.
A synopsis of the curriculum
Classes taught may include but are not limited to;

- Pure and applied movement
- Physical theatre
- Historic dance
- Stage combat
- Alexander Technique
- Modern dance steps and basic routines

Indicative Reading List
Bloch, M, FM The Life of Frederick Matthias, Alexander: Founder of the Alexander Technique, Little Brown
ISBN 0.00.713385.5

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
This module comprises of 350 hours of study, approximately broken down as follows:
250 hours of class work including rehearsals and showings
100 hours of private study.

In achieving the learning outcomes for this module, students will work with LAMDA tutors in tutor led class work. All classes are practical in support of the vocational nature of this programme of study. Students will develop physical strength and stamina and build muscle memory. Students will also study a range of modern dance steps and basic dance routines to develop co ordination and fitness. Throughout the module students will also receive a one-to-one tutorials each term, in order to discuss progress and this tutorial system supports the continuous feedback students receive during class work.

Assessment methods and how these relate to testing achievement of the intended learning outcomes
Assessment is continuous and measured against the learning outcomes. Final summative assessment takes place at the end of the Spring and Summer terms.

- 100% continuous assessment measured against the learning outcomes (tests all of the learning outcomes).

There are two formal assessment points in this module, one at the end of the spring term and one at the end of the summer term. Assessments are carried out on a range of relevant activities such as class work, rehearsals and showings.
Students are graded on a 1 – 15 scale (1 = fail/15 = Outstanding) for each piece of assessed work. 4 is the minimum pass mark. Two marks are awarded for each assessment by the class tutor. The first mark is for aptitude towards the work, the second mark is for achievement. Each mark carries equal weight.

At the end of each term, the teaching staff, with the Head of Department, will meet to discuss the students work and achievement, agreeing to award an overall grade. The number of assessments to be discussed at this panel meeting normally increases throughout the module, with the introduction of workshop presentations in addition to class work, and an internal second grade for workshop performances, all of which are considered for the end of term grade. Both assessment points test the same overall learning outcomes, looking at a range of texts and theatrical styles. Should a student fail to achieve the minimum pass mark in one assessment point, it is possible to redeem this failure with a pass mark at the next assessment point and students are supported by the core teaching staff to do so.

Each of the end of term assessment points carries equal weight towards the overall module mark. At the end of the module, the senior teaching staff meets to agree the final overall module mark, at an internal examination board.

If a student were to fail the module, they would have to retake the module (a year in length). This cannot be done in isolation, so students are expected to restart the programme. All the modules within this programme of study are interlinked and much of the work is based with the group and its inter-relation. A student must take all the modules within a year at the same time in order to benefit from this learning experience.

Implications for learning resources, including staff, library, IT and space

This module is currently running within the academy and therefore all learning resource implications are already addressed

A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes.