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 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Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal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 [P])
I

The number of credits which the module represents
10 Credits

Which term(s) the module is to be taught in (or other teaching pattern)
The module is taught during the autumn term of the second year of training.

Pre-requisite and co-requisite modules
Movement and Physical Development (1)

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 demonstrate notable achievement in a variety of dance styles and the retention of sequences.
• Be able to demonstrate 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 utilise the movement work studied to solve movement/physicality related problems that are encountered during rehearsal and performance

These specific learning outcomes are designed to continue to develop the individual’s physical strength and stamina and work on the physicalisation of a character. Students will increase their knowledge of dance styles and routines. Students will also be expected to apply the knowledge they have learnt in the movement modules to resolve problems within rehearsal and performance, imaginatively and creatively.

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

• Physical skills
• Safe working practice
Students are expected to demonstrate creativity and imagination in their characterisations and where appropriate undertaken research outside class work to support such characterisations.

A synopsis of the curriculum

Classes taught may include but are not limited to;

- Applied movement
- Physical theatre
- Stage combat
- Alexander Technique
- Tap and Jazz

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 100 hours of study, approximately broken down as follows:
- 70 hours of class work
- 20 hours 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 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 dance routines. At the end of the module, students will receive a one to one tutorial to review the work achieved and to set goals for future improvements.

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

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

There is one formal assessment point in this module, at the of the Autumn 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 the term, the teaching staff, with the Head of Department, will meet to discuss the students work and achievement, agreeing to award an overall grade.

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. 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.