

SECTION 1: MODULE SPECIFICATIONS

1. Title of the module

Supplementary Studies (1)

2. School which will be responsible for management of the module

Central School of Ballet

3. Start date of the module

2004 (Revision to module approved in 2008)

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

Students registered on the Foundation Degree 2008 onwards

5. The number of students expected to take the module

30-40

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

N/A

7. Level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])

Certificate [4]

8. The number of credits which the module represents

30

Note: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award

9. Which term(s) the module is to be taught in (or other teaching pattern)

Terms 1, 2 and 3 (dependent upon unit)

10. Prerequisite and co-requisite modules

None

11. The programme(s) of study to which the module contributes

Foundation Degree

12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

Unit 1 Spanish and Character Dance (Terms 1, 2 and 3)

The student will develop:

1. A practical understanding of the styles of character dance encountered in the traditional classical ballet. (Learning outcome C1)
2. Co-ordination skills specific to Spanish and character work and associated musical styles. (Learning outcome C1 and C4)
3. Recognition of dance rhythms and musical styles from different countries with a particular focus on Spanish work. (Learning outcome C4)
4. Spatial awareness and performance skills. (Learning outcome C2)
5. Recognition of key practitioners within classical ballet. (Learning outcome A1)

Unit 2 Dalcroze Eurythmics (Terms 1 and 2)

The student will develop:

1. An awareness of the basic elements of music and rhythm in their relationship to dance. (Learning outcome C4)
2. Knowledge and understanding in exercises to develop security and confidence in the fundamentals of rhythm including tempo, pulse, duration, timing, phrase and phrasing, rests, rhythm pattern, metre and use of weight, space and energy as applied to music. (Learning outcome C4)
3. A basic range of personal and group skills relevant to dance rehearsal and performance and the beginning development of firm connections between perception (aural, visual and kinaesthetic), action (dance and musical performance) and understanding, adaptability, expressivity and control. (Learning outcome C4 and D2)
4. An ability to apply this knowledge creatively in improvisation, interpretation and composition. (Learning outcome B3, C3 and C6)

Unit 3 Singing (Terms 1, 2 and 3)

The student will develop:

1. A vocal warm-up suitable for their own needs, and knowledge of how to look after their voice. (Learning outcome C8)
2. A knowledge of how to breathe well both in singing and in dance. Breathe support and intonation.
3. A repertoire of songs which can be used at a later point for audition. (Learning outcome C7)
4. The ability to distinguish and hold an additional part in appropriate repertoire.
5. Confidence in the use of their voice as a means of communication. (Learning outcome C3)

Unit 4 Drama (Terms 1 and 2 Short Courses)

The student will develop:

1. Confidence to be brave and courageous in a creative situation. (Learning outcome C3)
2. Skills in improvisation related to maintaining a narrative thread. (Learning outcome C3)
3. Knowledge of a set text which will be used to inform an expressive and dramatic dance interpretation. (Learning outcome C3)
4. Confidence in the use of the voice. (Learning outcome D3)
5. Skills in group working. (Learning outcome D2)

Unit 5 Pilates Mat-work (Term 1, 2 and 3 Short Courses)

The student will develop:

1. Knowledge and a practical understanding of the basic pilates mat-work programme including core stability work, leg work, back work and foot exercises. (Learning outcome C8)
2. Skills in transferring this knowledge into practical dance studies. (Learning outcome C8)
3. An understanding of individual requirements and ability to adapt a programme as necessitated by change in circumstance e.g. injury. (Learning outcome C8)
4. A practical understanding of correct anatomical alignment and use of turn-out. (Learning outcome C1)

Unit 6 Choreography (Terms 1 and 2)

The student will develop:

1. An understanding of the principles of composition. (Learning outcome A5)
 2. The ability to manipulate movement and apply technical skills in composition. (Learning outcome A5)
 3. An ability to articulate ideas and show individual expression and creativity in composition. (Learning outcome A5)
 4. Insight into choreographic processes and devices used by a range of professional choreographers. (Learning outcome A1, A3 and C5)
- 13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

Students will:

1. Work with others collaboratively in class, rehearsal and performance. (Learning outcome D2)
2. Reflect on their own learning, identifying strategies for development and exploring strengths and weaknesses. (Learning outcome D4)
3. Develop personal organisation skills such as time keeping, note taking and self led practice. (Learning outcome D1)
4. Apply knowledge from a range of sources in order to develop and maximise performance. (Learning outcome B1 and C1)
5. Understand the importance of warm up and cool down in relation to technical progress and body maintenance. (Learning outcome C8)
6. Develop and manage creative projects within specified resource constraints of time and space, thereby developing problem solving and numeric skills. (Learning outcome D5)

14. A synopsis of the curriculum

This module provides a range of opportunities to deepen level of knowledge and understanding of important aspects of dance training and performance notably musicality, interpretation, expressivity, creativity, communication and body maintenance.

Spanish and singing are taught on a weekly basis while Dalcroze Eurythmics, Drama, Pilates and Character are taught as short courses at the beginning or end of the term.

15. Indicative Reading List

Ashley, L. (2008) *Essential Guide to Dance*, London, Hodder Education
 Bremser, M. (1999) *Fifty Contemporary Choreographers*, London, Routledge
 Horst, L. (1961) *Modern Dance Forms*, California , Impulse Publications
 Minton, S. C. (2007) *Choreography, USA* , Human Kinetics
 Schrader, C. A. (1996) *A Sense of Dance USA*, Human Kinetics
 Smith-Autard, J. M. (2004) *Dance Composition* London, A & C Black Publishers
 Sofras, P. A. (2006) *Dance Composition Basics USA*, Human Kinetics

16. 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

Spanish and singing will have a total of 2 contact hours per week (3 terms). Character Dance will have a total of 6 contact hours. Dalcroze Eurythmics will have a total of 16 hours over 3 terms. Pilates will have a minimum of 30 contact hours over 3 terms. Choreography will have 2 contact hours per week (2 terms). Drama will have a total of 12 contact hours over 2 terms. Students will be expected to work independently for a further 3 hours per week. Teaching will be through practical classes in which there will be group discussion. In addition occasional short lectures will be delivered on key aspects of the module, video material, recorded sound will augment these lectures. The learning outcomes are largely based on physical understanding and performance skills along with personal organisation and body maintenance skills. Practical sessions, supported discussions and lectures are the best ways to deliver these outcomes.

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

- Continuous Assessment in class by tutor 60%

This will assess the achievements in the generic objectives in collaborative working (1), organisational skills (3), applying knowledge from a range of sources (4), managing resources (6) and development of communication skills (1). It will also measure the achievement of subject specific learning outcomes 1-5 in Character Dance, 1-4 Choreography/ Dalcroze Eurythmics.

- Formal class assessment 40%

This will assess the achievement of subject specific learning outcomes 1-4 in Spanish and Character Dance, and 1- 4 in Choreography.

Drama, Pilates and Singing are not assessed.

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

The current provision is sufficient to deliver the module. However the school will continue to monitor and review the requirements for the module in relation to the learning resources, including staff, library, IT and space through the process of annual programme monitoring and the development of the school's Learning Teaching and Assessment Strategy.

19. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner's disability/dyslexia support service, and specialist support will be provided where needed.

20. Campus where module will be delivered

Central School of Ballet

21. Partner College/Validated Institution

Central School of Ballet

22. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme

School of the Arts

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

Statement by the Nominated Officer of the College/Validated Institution: "I confirm that the College/Validated Institution has approved the introduction of the module and will be responsible for its resourcing"

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Nominated Responsible Officer of Partner
College/Validated Institution

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Date

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