

## SECTION 1: MODULE SPECIFICATIONS

### Title of the module

---

Performance (1)

1. **School which will be responsible for management of the module**

Central School of Ballet

2. **Start date of the module**

2004

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

Students registered on the Foundation Degree 2004 onwards

4. **The number of students expected to take the module**

30-40

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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

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

Certificate [4]

7. **The number of credits which the module represents**

20

***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***

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

Terms 3

9. **Prerequisite and co-requisite modules**

None

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

Foundation Degree

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

The student will develop:

1. Skills in focussed and collaborative working within a rehearsal and performance situation. (Learning outcome D.2)
2. Technical assurance and control within the style being performed. (Learning outcome C.1)
3. A sense of stage presence and ability to communicate expressively with an audience. (Learning outcome C3 and D3)
4. The ability to adequately express the choreographic style both technically and emotionally. (Learning outcome C3 and A3)
5. Knowledge and understanding of personal stage make-up requirements and technical stage vocabulary. (Learning outcome C2)
6. Knowledge and understanding of key health and safety issues in rehearsal and performance (Learning outcome C8)

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

Students will:

1. Develop their ability to work as part of a team. (Learning outcome D2)
2. Apply knowledge from a range of sources in order to develop and maximise performance. (Learning outcome B1)
3. Develop understanding in the processes by which performance is created and received. (Learning outcome A4 and A5)
4. Critically evaluate their own performance in rehearsal and presentation. (Learning outcome B4)

### 13. A synopsis of the curriculum

This module synthesises the skills which have been developed in Ballet and Contemporary (1) and Supplementary Studies (1) into the rehearsal of original work and public performance. Students rehearse and perform at least two different styles of work under the guidance of professional choreographers and tutors. Students learn rehearsal technique and performance skills in a progressively demanding environment from rehearsing with and performing to their peers within the studio to public performance in the theatre. Stage make-up skills, technical stage vocabulary and knowledge of health and safety issues are gained through practical workshops and lectures.

### 14. Indicative Reading List

Caldwell, C. (2001) *Dance and Dancers Injuries*, Chichester, Corpus Publishing Limited.  
Cooper, S. (1998) *Staging Dance*, London, A & C Black Publishers.  
Fraser, N. (2007) *Stage Lighting Design - A Practical Guide*, Marlborough, The Crowood Press.  
Meneer, P. (1993) *Stage Management and Theatre Administration*, London, Phaidon Press Limited.  
Moon, J. A. (1999) *Reflection in Learning & Professional Development*, London, Kogan Page Limited  
Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning*, Oxon, RoutledgeFalmer.  
Pallin, G. (2003) *Stage Management - The Essential Handbook*, London, Nick Hern Books Limited.  
Strong, R. (1981) *Designing for the Dancer*. London, Elron Press Ltd.  
Teck, K. (1994) *Ear Training for the Body - A Dancer's Guide to Music*. New Jersey, Princeton Book Company.

### 15. 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

There will be 2 contact hours per week increasing to 25 contact hours during production and performance weeks. Students will be required to work independently for 1 hour per week. Teaching will be through practical rehearsal and workshops in which there will be group discussions. In addition lectures will be delivered on key aspects of this module and video analysis will be used for evaluation purposes in group and 1 to 1 tutorials. The learning outcomes are largely based on physical and communication skills plus an understanding of performance processes and self-evaluation. The above methods are the best ways to deliver these skills.

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

- Continuous Assessment in rehearsal by tutor 50%

This will assess achievements in subject specific outcomes 1, 2, 4, 5 and 6 and generic outcomes 1, 2, 3 and 4.

- Performance assessment 50%

This will assess achievements in subject specific outcomes 1, 2, 3 and 4.

### 17. 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.

18. **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.**

19. **Campus where module will be delivered**

Central School of Ballet

20. **Partner College/Validated Institution**

Central School of Ballet

21. **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"

.....  
Nominated Responsible Officer of Partner  
College/Validated Institution

.....  
Date

.....  
Print Name

.....