

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
Supplementary Studies (2)
2. **School which will be responsible for management of the module**
Central School of Ballet
3. **Start date of the module**
2004 (Revision 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
7. **Level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])**
Intermediate [5]
8. **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
9. **Which term(s) the module is to be taught in (or other teaching pattern)**
Terms 4, 5 and 6 (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**

The student will develop:

Unit 1 Jazz Dance (Terms 1, 2 & 3)

1. A practical understanding of the basics of Professional Jazz technique (Learning outcome C.1)
2. Strength, balance, co-ordination, flexibility and control as required in this technique. (Learning outcome C.1)
3. Musical responsiveness and rhythmical accuracy. (Learning outcome C1 and C4)
4. The ability to pick up unseen combinations, retain them and reproduce them accurately showing appropriate style. (Learning outcome C1, C2, C3 and A3)

Unit 2 Dalcroze Eurhythmics (Terms 1 and 2)

The student will develop:

1. Versatility, adaptability and musical security as a performing and choreographing dancer. (Learning outcome C1, C2, C4 and C6)
2. Creativity in problem solving and the application of Dalcroze principles to creative work (solo and in groups). (Learning outcome D5, C6)

3. Understanding of how to apply plastique animee as an exploration and way of revealing a musical work (Learning outcome C3, C4, C5 and C6)
4. An ability to prepare and perform original work involving improvisation and the creation of structures in time and space (Learning outcome C2, C6 and D5)

Unit 3 Singing Terms 1, 2 & 3)

1. Confidence in singing throughout their range (Learning outcome C2)
2. An understanding of projection, focus, intonation and breath support (Learning outcome C2)
3. Control of a range of vocal dynamics (Learning outcome C2)
4. A functional vocal warm-up which is suitable for the dancers requirements (Learning outcomes C8 and C8)
5. A range of solo songs suitable for audition (Learning outcomes)

Unit 4 Pilates (Terms 1, 2 and 3 short courses)

1. Knowledge and a practical understanding of a comprehensive programme of pilates mat work (learning outcome C8)
2. Skills in transferring this knowledge into practical dance studies (learning outcomes C1 and C8)
3. An understanding of individual requirements and ability to adapt a programme as necessitated by change in circumstance e.g. injury (Learning outcomes C8 and D4)

Unit 5 Choreography (Terms 1 and 2)

1. Understanding of key health and safety issues within rehearsal and public performances (Learning outcome C8)
2. Skills in researching and development of original ideas working from a range of stimuli (Learning outcome C6, and B6)
3. Skills in collaborative working (Learning outcome D2)
4. Detailed understanding of the processes by which performance is created and presented (Learning outcome A4 and A5)
5. Critical evaluation of performance events and creative processes – both self evaluation and evaluation of others (Learning outcome B4 and B5)

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. Research and interpret information from video and professional practitioners to enhance understanding of the profession. (Learning outcome B2)
3. Synthesise knowledge and information from a range of sources in order to inform and progress own learning (Learning outcome B1)
4. Develop an ability to understand and articulate critical factors contributing to practise and performance. (Learning outcome B5)
5. Undertake independent research (Learning outcome B6)
6. Develop a range of communication skills for use in performance (Learning outcome D3)
7. Develop and manage practical and creative projects within specified time resource constraints of time and space, thereby developing problem solving and numeracy skills (Learning outcome D5)

14. A synopsis of the curriculum

This module builds and develops the skills gained in supplementary studies (1) while also introducing new technical and creative skills.

The Jazz Dance unit builds on skills gained in stage one through a Mattox-based class structure working on movement and rhythmic precision in back-work, floor work, centre practice and travelling work. Skills are consolidated through learning and reproducing unseen combinations in a range of styles.

Dalcroze Eurhythmics will cover a range of exercises working at complex polyrhythms and cross rhythms leading to the study of a plastique annee which involves analysing a selected piece of music and creating work which reflects the qualities inherent within music.

Singing will continue to develop confidence in the use of voice and preparation of suitable songs for audition.

The choreography course requires research and development of original ideas working from a range of stimuli. All work is performed and five works are taken into a collaborative process with theatre design students and realised in public performance.

Pilates is taught as short courses throughout the year building on skills gained in Supplementary Studies (1)

15. Indicative Reading List

Choreography

Blom, L. A. (1988) *The Moment of Movement*, London, Dance Books Ltd.

Bremser, M. (2010) *Fifty Contemporary Choreographers*. New York, Routledge.

Butterworth, J. (2009) *Contemporary Choreography - A Critical Reader*, New York, Routledge.

Carter, A. (2004) *Rethinking Dance History - A Reader*. London, Routledge .

Franklin, E. (1996) *Dance Imagery for Technique and Performance*. USA, Human Kinetics.

Tharp, T. (2003) *The Creative Habit - Learn It and Use it For Life*, New York, Simon Schuster.

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

Jazz Dance will have 2.75 contact hours per week (3 terms). Singing will have 1 contact hour per week (3 terms). Dalcroze Eurhythmics will have 16 contact hours over 3 terms. Choreography will have 2 contact hours per week (2 terms). Pilates will have a minimum of 25 contact hours over 3 terms.

Students will be expected to work independently for a further 2 hours per week. Teaching will be through practical classes in which there will be group discussions. In addition occasional short lectures will be delivered on key aspects of the module, video material and recorded sound will augment these lectures and individual tutorials 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 generic objectives 1, 2, 3, 4, 5 and 7. It will also measure the achievement of subject specific learning outcomes 1-4 in Jazz Dance. 1, 2, 3, and 5 in Singing and 1, 2, 3, 4 and 5 of choreography/ Dalcroze Eurhythmics

- Formal class assessment 40%

This will assess the achievement of subject specific learning outcomes 1-4 in Jazz Dance and 2 in choreography

Pilates is 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**
- 21. Central School of Ballet
- 22. **Partner College/Validated Institution**
Central School of Ballet
- 23. **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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