

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
Performance (2)
2. **School which will be responsible for management of the module**
Central School of Ballet
3. **Start date of the module**
2004
4. **The cohort of students (onwards) to which the module will be applicable**
Students registered on the Foundation Degree 2004 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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 and 6
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:
 1. A range of creative skills for use within rehearsal including improvisation, interpretation of information from video, and producing positive response to choreographers demand. (Learning outcome B.2)
 2. Technical assurance and control within the style being performed. (Learning outcome C.1)
 3. A relaxed and engaging stage presence with the ability to communicate expressively with an audience. (Learning outcome C3 and D3)
 4. The ability to accurately reproduce a range of choreographic styles both technically and emotionally. (Learning outcome C3 and A3)
 5. Skills in collaborative working both in rehearsal and performance. (Learning outcome C2 and D2)
13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

Students will:

1. Understand the process by which performance is created (performance and production values). (Learning outcome A4)
2. Understand how performance originates, is constructed, presented and received. (Learning outcome A5)
3. Critically evaluate performance events and processes to embrace self-evaluation and evaluation of others. (Learning outcome B4)
4. Make a positive contribution to the work of a team. (Learning outcome D2)
5. Synthesise information from a range of sources in order to inform and progress own learning and performance. (Learning outcome B1)

14. A synopsis of the curriculum

This module synthesises knowledge and skills from all modules into the process of creation, rehearsal and public performance of original and existing works. There are five key public performance events, Design for Dance, non-assessed, and four end-of-year performances. Students will be required to perform in a minimum of two of these events. Students are involved in the creation, rehearsal and performance of at least three different styles of work under the guidance of professional choreographers and tutors.

15. 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.
 Menear, 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.

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

There will be 2 contact hours per week increasing to 25 contact hours during production and performance.

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 performance review, including video analysis which will be conducted in groups and 1 to 1 tutorials. The learning outcomes are largely based on physical and communication skills, understanding of performance processes and self review and evaluation. The above methods are the best ways to deliver these skills.

Students will be required to work independently for up to 1 hour per week.

17. 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, 3 and 4, and generic outcomes 1, 2, 3, 4 and 5.

- Performance assessment 50%

This will assess achievements in subject specific outcomes 2, 3, 4 and 5

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

.....
Date

.....
Print Name