

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
CSB 302 Musical Theatre and Drama
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 BA (Hons) top up 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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])**
Honours (6)
8. **The number of credits which the module represents**
10
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
10. **Prerequisite and co-requisite modules**
None
11. **The programme(s) of study to which the module contributes**
BA (Hons)
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The student will develop:

1. Performance skills required in audition for Musical Theatre (Learning outcome C8)
2. The skills to present a solo song and scene work with confidence demonstrating appropriate interpretative skills and an ability to communicate meaning and emotion (Learning outcome C 4 and C6)
3. The knowledge and understanding of Jazz technique to enable them to respond to the demands of the profession (Learning outcome C1, C2 and C3)
4. The ability to pick up unseen movement sequences accurately and reproduce them showing appropriate style, musical responsiveness and performance skills (Learning outcome A3, C3 and C1)
5. An understanding of stylistic and interpretative differences within a given context (Learning outcome A3)
6. A practical understanding of key practitioners within Musical Theatre and important stylistic difference between the work (Learning outcome A1 and A3)

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

Students will:

1. Develop communication skills (Learning outcome D4)
2. Reflect on own learning, identifying strategies for development (Learning outcome D5)
3. Research information to a given brief, critically evaluate its significance and use findings to inform performance (Learning outcome D3)

14. A synopsis of the curriculum

This module develops and synthesises the skills gained in Supplementary Studies (1 & 2) Jazz dance, Singing and Drama. In addition it draws on skills developed in Ballet and Contemporary dance (2 & 3). The module consists of regular Jazz dance classes, developing the skill-base in this area, regular singing classes where the focus is on solo work, a short audition preparation course examining the work of different key practitioners in Musical Theatre and audition technique, this leads to a mock musical theatre audition. Finally a short drama course leads to presentation of scene work with the focus on maintaining character and vocal projection.

15. Indicative Reading List

- Cowling, S. (2004) *Performance in Profile 2004*, London, British Council
Gottfried, M. (1990) *All His Jazz, The Life and Death of Bob Fosse*, New York, Da Capo Press
Jowitt, D. (2004) *Jerome Robbins, His Life, His Theater, His Dance*, New York, Simon & Schuster Paperbacks
McGuire, B. (2003) *Student Handbook for Drama*, Cambridge, Pearson Publishing .
Ross, D. (1999) *High Kicks, The Essential Guide to Working as a Dancer* . London, A & C Black Limited
White, M. (1999) *Staging a Musical*, London, A & C Black Limited

DVDs

- Fosse, B. (2001) *Fosse*, New York

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 3 contact hours per week over one term plus a total of 3 hours scene work preparation and 16 hours Musical theatre audition preparation. In addition students will be expected to work independently for 1 hour per week. Teaching will mainly be through practical classes in which there will be group discussion, one to one coaching and short lectures. The learning outcomes are largely based on physical understanding and individual performance skills. Practical sessions, including one to one coaching are the best ways to deliver these outcomes

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

- Formal class assessment (Jazz - dance) 30%

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

- Mock musical theatre audition 40%

This will assess achievements in subject specific learning outcomes 1, 2, 4 and 5 and generic outcomes 1

- Continuous assessment by tutor 10%

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

- Performance (scene work) 20%

This will assess achievements in subject specific learning outcomes 2 and 5 and generic outcome 1

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