1 **The title of the module**  
Movement and physical development (2)

2 **The Department which will be responsible for management of the module**  
School of Acting

3 **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
H

4 **The number of credits which the module represents**  
10 Credits

5 **Which term(s) the module is to be taught in (or other teaching pattern)**  
The module is taught during the autumn and spring terms of the second year of training.

6 **Prerequisite and co-requisite modules**  
Movement and physical development (1)

7 **The programmes of study to which the module contributes**  
BA (Hons) Professional Acting Top Up degree

8 **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
At the end of this module the student will:

- Be able to demonstrate notable achievement in a variety of dance styles and the retention of sequences.
- Be able to demonstrate character and narrative through movement building on work undertaken at level one
- Be able to demonstrate increased stamina, co-ordination, rhythm, freedom and fluidity of movement
- Be able to utilise the movement work studied to solve movement/visual related problems that are encountered during rehearsal and performance

These specific learning outcomes are designed to continue to develop the individual’s physical strength and stamina and work on the physicalisation of a character. Students will increase their knowledge of dance styles and routines. Students will also be expected to apply the knowledge they have learnt in the movement modules to resolve problems within rehearsal and performance, imaginatively and creatively.
The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Physical skills
- Safe working practice
- Creative and imaginative skills

Students are expected to demonstrate creativity and imagination in their characterisations and where appropriate undertaken research outside class work to support such characterisations.

A synopsis of the curriculum

- Applied movement
- Physical theatre
- Stage combat
- Alexander Technique
- Tap and Jazz

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

In achieving the learning outcomes for this module, students will work with LAMDA tutors in tutor led class work. All classes are practical in support of the vocational nature of this programme of study. There are approximately 63 tutor led class work hours within this module. Students will continue to build on the work in the level one module to develop physical strength and stamina and build muscle memory. Students will also study a range of dance styles and dance routines. Throughout the module students will also receive 45 minutes of one to one tutorials over three terms, in order to discuss their progress and this tutorial system supports the continuous feedback students receive during class work.

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

Assessment is continuous and measured against the learning outcomes. Final assessment is awarded at the end of each module and students are awarded a pass or fail grade. The pass/fail grade is based on three assessment points during the module, which take the form of written assessment at the end of each term or section of work as detail in the student handbook. By undertaking this frequency of assessment, staff members are able to provide regular guidance and feedback, to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Assessment takes into consideration, both the student's commitment and achievement during class and the final presentation of work. Equal weight is given to both the process and the presentation of work. LAMDA considers development through the learning experience to be as valuable as final presentation, as part of the creative experience. By undertaking the frequency of assessment, staff members are able to provide regular guidance and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.
Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching Date

Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

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Head of Department Date

Revised August 2002