

MODULE SPECIFICATION

1. **Title of the module**

BA1TD1 Teaching Dance 1

2. **School or partner institution which will be responsible for management of the module**

Northern School of Contemporary Dance

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 4

4. **The number of credits and the ECTS value which the module represents**

15 Credits, 7.5 ECTS

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

Summer Term

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

N/A

7. **The programmes of study to which the module contributes**

BA (Hons) Dance (Contemporary)

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

8.1 employ basic teaching skills including planning and preparation when leading and assisting in a dance class

8.2 apply basic reflective practice in order to evaluate teaching practice

8.3 articulate and assess feedback from pupils and tutors, in order to improve own practice as a teacher

8.4 employ teaching strategies to engage and support pupil's learning

8.5 identify and apply factors conducive to safe dance practice in a classroom setting

These subject specific outcomes relate to the following programme outcomes: A1, A6 and D2

9. The intended generic learning outcomes.

By the end of this module students will have acquired a further range of general abilities and capacities, qualities of mind and transferable skills, in order to:

9.1 understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts

9.2 articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms

9.3 appropriately select, employ and adapt digital media and information technologies

10. A synopsis of the curriculum

In this module students will learn the core skills relating to best practice in teaching, both in general terms, and with specificity to teaching dance. The focus of this module will be working internally within a peer-supported environment; however consideration may be given to how these skills could be employed within different teaching contexts. Students will explore delivery of both technical and creative elements of a dance curriculum.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Carline, S. (2011). *Lesson plans for creative dance: connecting with literature, arts, and music*. Champaign: Human Kinetics.

Moovbank (no date). Available at: <https://www.moovbank.com/> Date (Accessed: 10 November 2016)

Sanders, L. (ed.) (2013). *Dance teaching and learning: shaping practice*. 2nd edn. London: Youth Dance England.

Siddall, J. (2010). *Dance in and beyond schools: an essential guide to dance teaching and learning*. London: Youth Dance England.

12. Learning and Teaching methods

Lectures/Workshops:	36 hours
Teaching Practice/Observation:	17 hours
Tutorials:	1 hour

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Directed Study:	36 hours
Independent Study:	60 hours
Total:	150 hours

Students will be introduced to the principles of dance pedagogy taught through a mixture of theoretical and practical classes. They will have space to plan and practice their teaching including some observation, before going on to deliver taught sessions.

This module will include: communication skills, time management and planning, working in teams, safety issues, planning and structuring dance classes, basic teaching skills, teaching styles and strategies for dance in education.

Tutorial support will be integrated into workshop sessions as well as being given in preparation for the taught class. Feedback will be given following completion of the assessment.

13. **Assessment methods.**

Item 1: Practical teaching

Weighting: 75%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2 and 9.3

Item 2: Supporting documentation (lesson plans / lesson evaluations)

Weighting: 25%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2 and 9.3

14. *Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)*

Module learning outcome		8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3
Learning/teaching method	Hours allocated								
Independent Study	60	X	X	X	X	X	X	X	X
Lectures/ Workshops	36	X	X	X	X	X	X	X	X
Directed Study	36	X	X	X	X	X	X	X	
Teaching Practice/ Observation	17	X	X	X	X	X	X	X	X
Tutorials	1		X	X		X	X	X	
Assessment method									
Practical teaching	75%	X	X	X	X	X	X	X	X
Supporting documentation	25%	X	X	X	X	X	X	X	X

15. **Inclusive module design**

Northern School of Contemporary Dance recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

Northern School of Contemporary Dance 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 Northern School of Contemporary Dance’s student support service, and specialist support will be provided where needed.

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

16. Campus(es) or centre(s) where module will be delivered

Northern School of Contemporary Dance

17. Internationalisation

At Northern School of Contemporary Dance, the student population of the undergraduate degree programme come from a range of countries outside of the UK. Countries which traditionally feed our student body cover Western Europe, Eastern Europe, America, China & India.

Amongst our staff-base 2 tutors are French, one Czech/Dutch, one Australian and one Finnish. Drawing from their training and professional careers they bring a wealth of different experiences from outside the UK into their studio practice.

These teaching modules focus predominantly on the teaching and learning styles. How teachers teach? How students learn? How the learning environment impacts on both of these? Throughout the programme students are encouraged to engage in experiences and share historical, cultural and social experiences from their own societies and cultures in open dialogue. This is evident in the very practical dynamic of the student body through to the transference of knowledge across contexts; from the studio experiences to placements in schools, colleges and community environments.

Much of the curriculum focuses upon the UK education system, where Dance has a long and dynamic history. The rationale to focus on the UK agenda is part of a strategy to prepare students with enough 'classroom' experience and understanding to be able to apply for teacher training.

18. Partner College/Validated Institution

Northern School of Contemporary Dance

19. University School responsible for the programme

School of the Arts

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)