

MODULE SPECIFICATION

1. **Title of the module**

BA3TD3 Teaching Dance 3

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 6

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

30 Credits, 15 ECTS

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

Autumn Term & Spring 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 advanced teaching skills including planning and preparation when leading and assisting in a dance class

8.2 apply a range of reflective practices in order to evaluate and improve teaching practice

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

8.4 employ a full range of teaching strategies to engage and help pupils to learn

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

8.6 develop and deliver a cohesive scheme of work over a number of sessions

8.7 investigate and integrate existing curriculum frameworks to teaching practice

These subject specific outcomes relate to the following programme outcomes: A1, A6, C1, C2 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 work independently, set goals and manage their own workloads

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

9.3 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection

9.4 critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material

10. **A synopsis of the curriculum**

This option module is aimed at those students wishing to pursue teaching dance as a significant part of their professional work including those wishing to apply for further study on postgraduate teaching courses. This module further builds upon knowledge, skills and experiences from module BA2TD2. It will involve the delivery of advanced teaching techniques and supporting skills, significant observation in a range of teaching contexts, and an extended period of teaching delivery through an appropriate work based learning placement.

It is normally expected that students will have undertaken BA2TD Teaching Dance 2 or have equivalent teaching experience.

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

Bales, M. and Netti-Fiol, R. (eds.) (2008). *The body eclectic : evolving practices in dance training*. Urbana: University of Illinois Press.

Ickstadt, L. (2007). *Dancing heads : a hand- and footbook for creative/contemporary dance with children and young people from 4 to 18 years*. New York: iUniverse.

Lemon, N., Garvis, S. and Klopper, C. (2014). *Representations of working in arts education: stories of learning and teaching*. Bristol: Intellect Books.

Nielsen, C.S. and BurrIDGE, S. (eds.) (2015). *Dance education around the world : perspectives on dance, young, people and change*. London: Routledge.

12. Learning and Teaching methods

Lectures	16 hours
Workshops	32 hours
Teaching Practice/Observation (Fieldwork):	72 hours
Tutorials:	4 hours
Directed Study:	36 hours
Independent Study:	140 hours
Total:	300 hours

Students will be taught through a mixture of theory and practical classes to enable them to further develop their understanding of the principles of dance pedagogy. They will have space to plan and practice their teaching including opportunities for observation and assisting a professional host teacher, before going on to deliver an extended series of taught sessions on placement.

Tutorial support will be given throughout the placement, with feedback being given following both assessment points.

13. Assessment methods.

Item 1: Teaching Placement Observation 1

Weighting: 30%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3 and 9.4

Item 2: Teaching Placement Observation 2

Weighting: 50%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3 and 9.4

Item 3: Teaching portfolio to include: Scheme of Work, Lesson Plans, Lesson Evaluations and other documentation as appropriate

Weighting: 20%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3 and 9.4

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	8.6	8.7	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated											
Independent Study	140	X	X	X	X	X	X	X	X	X	X	X
Teaching Practice/ Observation	72	X	X	X	X	X	X	X	X	X	X	X
Lectures	16	X	X	X	X	X	X	X	X	X	X	X
Workshops	32	X	X	X	X	X	X	X	X	X	X	X
Directed Study	36	X	X	X	X	X		X	X	X	X	X
Tutorials	4	X	X	X	X	X	X	X	X	X	X	X
Assessment method												
Teaching Observation 1	30%	X	X	X	X	X	X	X	X	X	X	X
Teaching Observation 2	50%	X	X	X	X	X	X	X	X	X	X	X
Placement portfolio	20%	X	X	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.

This module enables students to carry out an intensive placement in a school or college setting. The placement facilitates a piece of action research in relation to their own practice as a teacher. Planning and delivery also includes inclusive practice, with mixed cohort groups.

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. This is echoed by a placement in school or college.

18. Partner College/Validated Institution

MODULE SPECIFICATION

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)