

MODULE SPECIFICATION

- 1. Title of Module: (RSPG3) Professional Practice in Educational Contexts**
- 2. School or partner institution which will be responsible for management of the module**
Rambert School of Ballet and Contemporary Dance
- 3. The level of the module:**
Level 7
- 4. The number of credits and the ECTS value which the module represents:**
15 Credits (7 ECTS)
- 5. Which term(s) the module is to be taught in (or other teaching pattern):**
Terms 1, 2 & 3
- 6. Prerequisite and co-requisite modules**
With the exception of RSPG4 & RSPG 5, all modules are co-requisite
- 7. The programmes of study to which the module contributes:**
MA Professional Dance Performance
- 8. The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 Create appropriate dance material and construct a lesson plan to deliver an age/ability specific dance workshop, rehearsing material as necessary to meet identified educational and creative outcomes.
 - 8.2 Lead and direct a small team, consisting of colleagues from the postgraduate company, within an educational environment.
 - 8.3 Speak and engage with workshop participants, clearly expressing the dance ideas and delivering the concepts identified in the lesson plan.
 - 8.4 Demonstrate an ability to work with and challenge varied skill levels within the same teaching group, whilst managing risk and ensuring a safe working environment for participants.
 - 8.5 Demonstrate the ability to reflect upon and evaluate the experience, identifying appropriate improvements.
- 9. The intended generic learning outcomes.**
On successfully completing the module students will be able to:

- 9.1 Demonstrate intelligent and creative engagement with the requirements of performance in educational and other participatory settings.
- 9.2 Show intelligent engagement with key practitioners and practices and their cultural and historical contexts.
- 9.3 Lead a small team of co-workers, articulating ideas and communicating them effectively.
- 9.4 Demonstrate project management skills, through research, planning, organization and realization of activities.
- 9.5 Understand group dynamics and operate collaboratively within a creative and professional context to generate and pursue shared goals.
- 9.6 Demonstrate the ability to assess and manage risk and health and safety, and to employ ethical working practices.

10. Synopsis of the curriculum

This module is designed to teach postgraduate professional dance students to plan and deliver a dance educational workshop to young people. They will be given the opportunity to test these skills through teaching classes within one of Rambert School's (HE prevocational) classes, school workshops, children's classes or community programmes. Rambert School will undertake assessment of this module, with input from the Head of Learning and Participation at Rambert Dance Company.

Students will be required to construct and teach a suitable warm up/dance class aimed toward a defined age group, and to plan and deliver a workshop either based around the movement content of the Company's repertoire or on specific creative tasks, which may also reference works from the repertoire. The workshop should deliver information about the artistic content and choreographic style of the excerpts and /or creative tasks selected for the workshop. Although one student will have overall responsibility for planning and leading each workshop, the MA students will work in small groups (of approximately 3-4 students) on all workshops. Students not leading the workshop will be demonstrators for the class exercises, perform the repertoire-based elements as models for the workshop participants to emulate and assist groups of students in their creative tasks.

Traditionally these kinds of outreach workshops have proved invaluable in popularizing, and arguably demystifying, the art of contemporary dance, while encouraging a wider audience to participate physically in and/or observe contemporary dance performances with more understanding. Many of today's professional dance companies will expect their dancers to teach workshops as a routine part of their professional contract. For this reason, having the ability to lead, construct and deliver a workshop

of this nature is an invaluable skill for the career plans of postgraduate students focusing on dance performance.

11. Reading list (Indicative)

Blom, L.A. & Tarin Chaplin, L. (2000) *The Moment of Movement: Dance Improvisation*, London: Dance Books

Blom, L.A, & Tarin Chaplin, L.(1982) *The Intimate Act of Choreography*, Pittsburgh: University of Pittsburgh Press

Carline, S. (2011) *Lesson Plans for Creative Dance: Connecting with Literature, Arts and Music* Ontario: Human Kinetics

Cone: T.P & Cone, S. (2012) *Teaching Children Dance*. 3rd edition. USA: Human Kinetics

Dyer, Becky (2009) "Merging Traditional Technique Vocabularies with Democratic Teaching Perspectives in Dance Education: A Consideration of Aesthetic Values and Their Sociopolitical Contexts" *The Journal of Aesthetic Education*, Vol 43/4, pp 108-123

Gilbert, A. (2015) *Creative Dance for All Ages*. 2nd edition (with web resource) USA: Human Kinetics

Kassing, G. (2003) *Dance Teaching Methods and Curriculum Design* USA: Human Kinetics

McCutchen, B. (2006) *Teaching Dance as Art in Education*. USA: Human Kinetics

12. Learning and teaching methods

- 12.1. Rambert School, in collaboration with Rambert Company's Head of Learning and Participation, will deliver sessions to the students on teaching strategies and planning and delivery of workshops for young people and the general public, and provide guidance when they plan their workshops.
- 12.2. Each student will be assigned a specific workshop task, based upon target age group of participants.
- 12.3. Students will work independently to create and structure lesson plans for a warm-up class and the repertoire element for the dance workshop.
- 12.4. Students will deliver their workshops to each other while Rambert's dance education experts observe and give constructive feedback.
- 12.5. Following this evaluation, students will reflect on the planning and delivery of their workshops and its outcomes in comparison with their original lesson plans before delivering their workshops within the community and outreach programme at Rambert School.
- 12.6. Students will evaluate the workshop they deliver in written form.

13. Assessment methods

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This module will be assessed through:

- Lesson plans (20%) for the class element and repertoire/creative sections of the workshop. The lesson plans will be assessed on demonstration of the students' understanding of age and ability appropriate content that will engage the participants, and display of clearly identified physical and educational outcomes. Word Count: 300-500 words
- Practical assessment (50%): delivery of the dance workshop will be assessed by a member of Rambert School's teaching staff and Rambert Dance Company's Head of Learning and Participation.
- Evaluation (30%): Students will be assessed by way of a written evaluation of their chosen workshop material and content. Students should consider: pre-workshop preparation and rehearsal, the appropriateness of its level relative to participants' ability and experience, time management, audience engagement, their own ability to adapt the progression of the workshop where required, their direction of the workshop team within rehearsal and delivery, vocal delivery, and their personal experiences of devising and delivering the workshop. Word count: 1000-1200 words

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	9.4	9.5	9.6
Seminars	40	x	x	x	x			x	x	x	x	x	x
Private study	40	x			x	x		x	x		x		x
Practical Presentation	30	x	x	x	x			x	x	x	x	x	x
Reflection on Practice	40	x	x	x	x	x		x	x				x
Assessment method													
Lesson Plans 300-500 words	20%	x			x			x	x	x			x
Workshop delivery	50%	x	x	x	x			x	x	x	x	x	x

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Reflective Document	30%				x	x		x	x			x	x
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15. Inclusive module design

The School and Collaborative Partner (Rambert Dance Company) recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible *to all those who meet the entry requirements*. 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

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

Rambert School.

17. Internationalisation

Teaching methods will include group discussion and student-led seminars to facilitate exchange of ideas, dance forms and practices between International and UK students. The former will be supported in any study issues they might have as and when required.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution: Rambert School of Ballet & Contemporary Dance

19. University School responsible for the programme: School of 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)
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