

Module Outline	Part 1- as validated by UEA
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1.	Title	DANCE 2
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	Class Contact Time – 36 hours Self-Study - 164 hours In addition, students access skills classes in dance and fitness.
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

5. Brief Description of Module (purpose, principal aims and objectives)
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The purpose of this module is to continue your progression of technical skills across the 3 core elements; Ballet, Jazz and Tap dance. The curriculum consists of technical exercises, extended amalgamations and / or the learning of set routines. The principal aim is to allow learners of varying experience to continue to develop core skills in the discipline and to extend upon those skills learnt within level 4.

You will be streamed by ability in separate skills classes and taught the assessment work in specific module sessions with your particular cohort

6. Learning Outcomes - On successful completion of this module a student will be able to:
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LO1.	Show an understanding of key components of performance situations within the disciplines such as the role and function of space and movement
LO2.	Have knowledge of practices and techniques in practical application
LO3.	Demonstrate awareness of appropriate interdisciplinary elements of dance
LO4.	Show an understanding of a chosen dance technique in the context of a chosen musical theatre piece.
LO5.	Be able to evaluate information, and apply to their own work
LO6.	Manage different tasks in their own time

7. Assessment

Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>	Aggregate
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Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Ballet	40%	No		LO1-6	Sem 1 End
2.	Jazz	40%	No		LO1-6	Sem 1 End
3.	Tap	20%	No		LO1-6	Sem 1 End

Further Details of Assessment Proposals
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Give brief explanation of each assessment activity listed
<p>In class assessment: Your assessment will take place in a class environment in which all students take part. Each student will be individually assessed.</p> <ol style="list-style-type: none"> 1. Your Ballet assessment requires the demonstration of set barre exercises, centre adage, corner work and extended amalgamations. 2. Your Jazz assessment requires the demonstration of set technical exercises and performance routine(s). 3. Your Tap assessment requires the demonstration of set exercises and a performance routine. <p>Engagement with the Process: Your engagement in preparing this assessment will contribute to the assessment mark. Process weighting = 50%, Performance weighting = 50%.</p> <p>Skills classes: Your skills classes are an important factor in your weekly training and fitness. Although they do not have summative assessments and so do not directly contribute to your marks, you will receive regular formative advice and guidance during class sessions and at key points within each semester. The skills you develop in these classes will be applicable to the summative assessments in your practical modules. Full attendance to these skills classes is expected, except in the case of illness or injury. Please refer to the module indicative content for further details.</p>
8. Summary of Pre and / or Co Requisite Requirements
None
9. For use on following programmes
BA Hons Musical Theatre

Module Specification**Part 2- to be reviewed annually**

1.	Module Leader	Collette Coleman
2.	Indicative Content	<p>Ballet: You will be taught technical exercises which you will need to learn and develop. You will be expected to understand specific Ballet terminology. You will receive on going formative feedback throughout sessions and this may include peer observation. The feedback received will be the basis of your process mark which is attached to Learning Outcome 6.</p> <p>Jazz: You will be taught technical exercises which you will need to learn and develop. You will be expected to understand specific Jazz terminology. You will be assessed on a Musical Theatre based routine(s) alongside studying different styles of MT Jazz throughout the course. You will receive on going formative feedback throughout sessions and this may include peer observation. The feedback received will be the basis of your process mark which is attached to Learning Outcome 6.</p> <p>Tap: You will be taught technical exercises which you will need to learn and develop. You will be expected to understand specific Tap terminology. You will be taught a routine which you will need to rehearse and develop. You will receive on going formative feedback throughout sessions and this may include peer observation. The feedback received will be the basis of your process mark which is attached to Learning Outcome 6.</p> <p>Fitness: You will participate in various forms of fitness classes throughout the course, including fitness testing, HIIT classes and stretching. You will receive lectures on Anatomy, Nutrition and Healthy Dancer.</p>

3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
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Dance Skills Sessions				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
Semester 1 Weeks 1-12	Jazz Skills Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	1-6
Semester 2 Weeks 1-12	Jazz Skills Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	1-6
Semester 1 Weeks 1-12	Ballet Skills Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	1-3;5-6
Semester 2 Weeks 1-12	Ballet Skills Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	1-3;5-6
Semester 1 Weeks 1-12	Tap Skills Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	1-6
Semester 2 Weeks 1-12	Tap Skills Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	1-6
Semester 1 Weeks 1-12	Fitness Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	2,3,6
Semester 2 Weeks 1-12	Fitness Session	1.5 x 12 weeks	Streamed skills sessions across Years 1-3 in groups A and B.	2,3,6
	Total Hours	144 hours of practical skills		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	40 minutes of tutorial support per module
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Ballet Assessment Sessions – Semester 1				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Practical session	1	Set exercises 1 - 3	LO1-3, 5-6
2	Practical session	1	Set exercises 4 - 6	LO1-3, 5-6
3	Practical session	1	Set exercises 1 - 6	LO1-3, 5-6
4	Practical session	1	Peer Assessment	LO1-3, 5-6
5	Practical session	1	Technique specifics to assist from peer feedback	LO1-3, 5-6
6	Practical session	1	Extended amalgamations / corner work	LO1-3, 5-6
7	Practical session	1	Set class (exercises and corner work / extended amalgamations)	LO1-3, 5-6
8	Practical session	1	Routine work / extended amalgamations	LO1-3, 5-6

9	Practical session	1	Formative feedback session, tutor led – set class	LO1-3, 5-6
10	Practical session	1	Set class run through	LO1-3, 5-6
11	Practical session	1	Set class run through and groups	LO1-3, 5-6
12	Practical session	1	Assessment class	LO1-3, 5-6
Total Hours		12 hours		

Jazz Assessment Sessions – Semester 1				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Practical session	1	Set Routine	LO1-6
2	Practical session	1	Set Routine	LO1-6
3	Practical session	1	Set Routine	LO1-6
4	Practical session	1	Peer Assessment	LO1-6
5	Practical session	1	Technique specifics to assist from peer feedback	LO1-6
6	Practical session	1	Set Routine	LO1-6
7	Practical session	1	Set Routine	LO1-6
8	Practical session	1	Set Routine	LO1-6
9	Practical session	1	Set Routine	LO1-6
10	Practical session	1	Set class run through	LO1-6
11	Practical session	1	Set class run through and groups	LO1-6
12	Practical session	1	Assessment class	LO1-6
Total Hours		12 hours		

Tap Assessment Sessions – Semester 1				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Practical session	1	Set Routine	LO1-6
2	Practical session	1	Set Routine	LO1-6
3	Practical session	1	Set Routine	LO1-6
4	Practical session	1	Peer Assessment	LO1-6
5	Practical session	1	Technique specifics to assist from peer feedback	LO1-6
6	Practical session	1	Set Routine	LO1-6
7	Practical session	1	Set Routine	LO1-6
8	Practical session	1	Set Routine	LO1-6
9	Practical session	1	Set Routine	LO1-6
10	Practical session	1	Set class run through	LO1-6
11	Practical session	1	Set class run through and groups	LO1-6
12	Practical session	1	Assessment class	LO1-6
Total Hours		12 hours		

4. Learning Resources

To include contextualised Reading List.

Highly Recommended

Craine, D and Mackrell, J. (2004) *The Oxford Dictionary of Dance*. Oxford: Oxford University Press
Fletcher, B. (1997) *Tapworks: a tap dictionary and reference manual*. Hightstown: Dance Horizons
Franklin, E. (2003) *Conditioning for Dance: Training for Peak Performance in All Dance Forms*. Leeds: Human Kinetics

Recommended

Rees, H. (2003) *Tap Dancing: rhythm in their feet*. Marlborough: Crowood
Wessel-Therhorn, D. (2000) *Jazz Dance Training*. Oxford: Meyer and Meyer Sport

Other useful texts, Websites or resources

Kantor, M. and Maslon, L. (2010) BROADWAY; THE AMERICAN MUSICAL. *Milwaukee, WI: Applause Theatre & Cinema Books*, 351.
Rafferty, S. (2010). Considerations for integrating fitness into dance training. *Journal of dance medicine & science*, 14(2), 45-49.

Additional Resources

Dance studio with a sprung dance floor
mirrors and barre

Learners need access to video recording and playback facilities.

Some sessions may require iphone/ipad and 'hudl technique' app (available on apple and google app store)

Correct presentation and attire should be adhered to at all times.

Ballet: (Female) Black Leotard, pink or skin tone appropriate tights, ballet shoes, hair tied up in a ballet bun
(ballet skirt optional)

(Male) Black tights, black vest top or unitard, ballet shoes, support belt

Jazz Dance: (Female) Jazz tights or Jazz Pants, black leotard or vest top and jazz shoes/sneakers

(Male) Jazz Pants, black vest top, jazz shoes/sneakers

Tap Dance: (Female) Jazz tights or Jazz Pants, black leotard or vest top and tap shoes (adjustable taps preferable)

(Male) Jazz Pants, black vest top, tap shoes (adjustable taps preferable)

Dance attire will be discussed with your subject specific dance tutor in your initial sessions