Module Specification

Module Title: Dance 1 – Fundamentals of Dance

<table>
<thead>
<tr>
<th>Module code:</th>
<th>TBC</th>
<th>NQF level:</th>
<th>Level 4</th>
</tr>
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<tbody>
<tr>
<td>Credit value:</td>
<td>20 credits</td>
<td>Semester of study:</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Module type:</td>
<td>Compulsory</td>
<td>Pre-requisites:</td>
<td>None</td>
</tr>
<tr>
<td>Available to:</td>
<td>BA (Hons) Musical Theatre</td>
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Module overview
Content to include:

**Jazz**
- Safe warm up practice
- Isolation work
- Compound steps
- Jazz pirouettes
- Corner work and combinations
- Choreography ranging in styles

**Tap**
- shuffles
- riff
- pick-ups
- turning steps
- time steps
- routines and choreography covering a range of eras

**Ballet**
- tendus
- kicks
- plies
- Adage
- Corner work and combinations
- Petit Allegro

**Aims**
This module is designed to introduce and develop a secure and consistent technique in dance and physical skills and extend existing knowledge and ability. The module includes compulsory classes in Jazz, Ballet and Tap.

Key themes of this module are designed to complement key themes being explored in *Performance Project 1*.

Students will receive weekly lessons in:

**Jazz**
Students will attend twice weekly sessions which will include elementary exercises to develop mobility, strength, and control, and the development of routines/combinations in a variety of jazz styles such as ‘lyrical’, ‘musical theatre’, ‘contemporary jazz’, and ‘commercial’. Particular Jazz techniques may be taught such as Matt Mattox as well as emerging forms, practitioners and choreographers if and when appropriate.
Ballet
Students will attend twice weekly sessions to include elementary Barre-work, Centre Practice, Adage, Pirouettes, Petit & Grand Allegro. Some Batterie work may also be covered and in special circumstances Pointe-work.

Tap
Students will attend once weekly sessions which will include Elementary work on traditional tap vocabulary and technique and the development of ‘routines’. Students may be taught a variety of styles such as American Tap and Musical Theatre as and when appropriate.

The module aims are to:
1. Introduce students to a variety of musical theatre forms and conventions of dance including Jazz, Ballet and Tap.
2. Enable students to develop their bodies as instruments of expression
3. Develop strong, healthy and physically balanced body through understanding of anatomy and how it relates to and supports dance.
4. Establish a practical understanding of dance vocabularies, in the aims of developing critical awareness of how dance skills explored in this module can be applied to all other areas of performance throughout the programme and beyond
5. Establish students’ ability to work with others within a learning environment, development a culture of shared educational practice.

Learning outcomes
On successful completion of this module, students will be able to:
1. Demonstrate an ability to communicate effectively through dance.
2. Demonstrate an elementary physical/technical understanding of the techniques and styles of dance forms and how they relate to musical theatre.
3. Work within the context of healthy, sustainable and good dance practice.
4. Demonstrate the ability to work with physical precision and accuracy within the context of musical theatre.

Learning and teaching methods
The module will be delivered through practical workshops, technical classes, and experiences of a range of acting and performance techniques commonly found in Actor/Dance Training and best prepares students for the practical assessments.

Contact hours and directed study (over semesters 1 and 2)

<table>
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<tr>
<th>Delivery type</th>
<th>Student hours</th>
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<tbody>
<tr>
<td>Indicative hours for learning and teaching activities</td>
<td>144 hours</td>
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<td>Indicative hours of directed study</td>
<td>56 hours</td>
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<td>Total hours (100hrs per 10 credits)</td>
<td>200 hours</td>
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Opportunities for formative feedback
Throughout the sessions students will use video of work in classes to allow for tutor and peer feedback throughout the module and allow for improvements to be made as part of on-going personal development, as well as in preparation for final summative assessments. This is also linked to continued formative feedback, fundamental to practical sessions.

Assessment Method

<table>
<thead>
<tr>
<th>Description of assessment</th>
<th>Length/Duration</th>
<th>Weighting</th>
<th>Module LOs addressed</th>
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<tbody>
<tr>
<td>Technical Assessment</td>
<td>TBC</td>
<td>30%</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Performance</td>
<td>TBC</td>
<td>70%</td>
<td>1, 2, 3, 4</td>
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Re-Assessment Method

<table>
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<th>Length/Duration</th>
<th>Weighting</th>
<th>Module LOs addressed</th>
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<tbody>
<tr>
<td>Technical Assessment</td>
<td>TBC</td>
<td>30%</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Performance</td>
<td>TBC</td>
<td>70%</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
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Indicative Reading List

- Ewan, V. 2014 Actor Movement: Expression of the Physical Being. Methuen Drama