

BODY WORK

PERFORMING ARTS CAMBRIDGE UK

2022-
2023

STUDENT COURSE HANDBOOK



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INTRODUCTION

Bodywork Company is a family business directed by the Principal and founder, Theresa Kerr and has been training young people in dance and performing arts for over thirty-nine years. The three-year professional training course that incorporates the level 6 Diploma in Professional Dance or Musical Theatre accredited by Trinity College, London has been provided by the college for over twenty years.

There is also a Theatre School for pre-vocational training, Community Classes in the evenings and weekends and a thriving Education & Outreach department leading after school classes and workshops in numerous schools and community colleges in and around Cambridge. The college ethos and future aspirations are described in the college Vision and Mission Statement, our Values and the College Charter. Bodywork Company aims to provide opportunities to study the performing arts to professional standards for talented young people, regardless of previous experience. The training offers as many performance opportunities as possible during training with direct contact with working professionals.

Students study all areas of the performing arts, focusing on their own strengths, to graduate with either the Diploma in Professional Dance or Musical Theatre, awarded by Trinity College London. This Qualifications Curriculum Authority has graded the diploma as Level 6 on the Regulated Qualifications Framework (RQF), with an optional conversion to BA Hons at several universities.

The first year of study is designed to provide a foundation in all disciplines, which can be advanced and developed over the following two years. Ballet, Jazz, Contemporary, Tap, Singing and Acting are all studied intensively and supported by Contextual Studies. At the end of year one, students decide whether to follow the Dance or Musical Theatre diploma course for their second and third year of training in line with their chosen qualification, although guidance is given by Senior Management.

The second year continues to develop technical skills, and introduces a Performance Project programme to focus on a range of dance and musical theatre subjects to explore creativity and artistry. Students start to specialise according to their chosen diploma route and more emphasis is placed on exposure to guest teachers and choreographers in order to increase the students' adaptability and versatility.

The third year is a preparation for the challenges of the profession. Whilst continuing to develop technical skills, students are expected to refine artistry, musicality and performance skills. Students leave the college fully equipped for their careers, with a professional approach to all areas of their work.

There are many performance opportunities at the college. The course has been designed with a broad knowledge of the industry as a basis for the curriculum and is updated annually in response to the changing needs of the profession. Student welfare is paramount and overseen by the Safeguarding, Wellbeing and Injury Management Officer. There is also an in-house injury clinic where students are referred to physiotherapists, osteopaths and sports masseurs as appropriate. Individuals learning needs are identified and they are provided with the appropriate support.

Disclaimer

Please note that this handbook is for information purposes only and does not form a contract or basis for curriculum. The college reserves the right to alter and amend the course or amenities at its discretion.

OUR VISION

'To build a fully inclusive, global family of disciplined, creative, inspirational and fulfilled practitioners in all of the performing arts.'

OUR MISSION

'Bodywork works to industry standards and ensures that all students are given the tools to succeed at the highest level.'

OUR VALUES**Responsibility:**

Is about taking care of our people and things. It is about doing our duty to our family, friends, school, community and country

Wisdom:

Is gained through learning & doing. It is about knowing right from wrong

Compassion:

Is about caring for others

Respect:

Honours the good things that others & we do

Honesty:

Is being truthful with decisions we make & actions we take every day

Integrity:

Is being honest & trustworthy. It is being true to yourself and your beliefs

Courage:

Is being brave when you are scared. It is being able to act when we fear we may fail

Resilience:

Is about being able to stay strong when things go wrong

COLLEGE CHARTER

The charter has been written to clarify the students' responsibilities as well as the college's responsibilities in ensuring everyone can achieve their full potential and the college can maintain its high standards.

In order to provide a valuable, professional and thorough training we will endeavour to:

- Provide a full timetable each week covering the curriculum thoroughly
- Ensure that all staff and teachers are working to the highest standards and in the interest of the student at all times
- In the event of staff sickness, do our utmost to provide cover for the class and ensure it is of a similar standard
- Be supportive to all students throughout their training and treat them respectfully
- Operate the welfare and support system fairly and confidentially allowing access to learning support, professional counsellors and medical and holistic practitioners when necessary
- Provide students with the opportunity to give feedback regarding the course and the right to appeal against any decisions that have been made regarding their training

- Assess students regularly, fairly and rigorously, providing feedback on these occasions
- Encourage students to keep focused so that they may reach their full potential

In order to benefit fully from their training, we expect students to:

- Take responsibility for their learning
- Attend regularly, only missing college for genuine reasons
- Be punctual to college and all classes
- Complete any assignments set by teachers on time
- Assist in keeping the college a clean and safe place at all times
- Treat fellow students fairly, equally and with respect
- Treat staff with respect and use the appropriate systems to deal with any problems
- Behave in an appropriate manner outside the college and not bring the college into disrepute, being courteous when using other spaces.
- Endeavour to work to the best of their ability at all times and to achieve their full potential in all areas of the course

EQUAL OPPORTUNITIES STATEMENT

At Bodywork Company, we are committed to ensuring that everyone is encouraged to fulfil their own potential regardless of race, religion, nationality, culture, sexual orientation, age, gender, disability, marital or civil status, and we have policies in place to uphold these principles. Students and staff at the college are expected to play an active role in promoting equality of opportunity by challenging any discriminating behaviour as described in the Equal Opportunities Policy. Every effort will be made to meet individual learning requirements and to fully incorporate students with disabilities into this very physically demanding course whilst always considering their own, and others, safety. Reasonable adjustment will be made to the course and its requirements for those with disabilities.

BODYWORK COMPANY POLICIES & PROCEDURES

To access all of The Bodywork Company Policies and Procedures, please follow this link.
<https://bodyworkcompany.co.uk/portal/>

N.B. – IT equipment is not provided by Bodywork. Students are required to provide their own IT equipment needed to complete their studies. Please see uniform list on the student portal for further details.

COURSE STRUCTURE

Students will study either the Diploma in Professional Dance or the Diploma in Professional Musical Theatre. The first year is inclusive of all disciplines; students will, with guidance, choose a diploma route at the end of the first year. **From the 2nd year onwards, students are either on the dance or musical theatre course.** Lessons continue in all subjects with the addition of performance projects being streamed in diploma choices.

SUBJECTS STUDIED
BALLET
CONTEMPORARY
JAZZ
COMMERCIAL JAZZ
TAP
PAS DE DEUX & PARTNER WORK (NOT ASSESSED)
SINGING AND VOICE
ACTING AND VOICE
MUSICAL THEATRE SKILLS (NOT ASSESSED)
PERFORMANCE PROJECTS
CONTEXTUAL STUDIES AND BUSINESS SKILLS

TERM DATES 2022-2023

Autumn Term 2022

Wednesday 21 st September	New students - 1st years & 2 nd years
Thursday 22 nd September	Returning 2nd years
24 th -28 th October	Half-Term
Friday 9 th December	End of Term

Spring Term 2023

Monday 9 th January	Start of spring term
13 th -17 th February	Half-Term
Friday 31 st March	End of term

Summer Term 2023

Monday 17 th April	Start of summer term
Monday 1 st May	Bank Holiday
29 th May – 2 nd June	Half Term
Friday 7 th July (Show date TBC)	End of Term

REHEARSALS

Please note that rehearsals may take place in half term and term breaks for performance projects, shows and external performance work.

All students should be aware of this policy and must contact the office prior to booking any activities or flights with half-terms and during the Christmas and Easter breaks in particular.

If you are selected for external performance work then you must make the decision to commit to the rehearsal period whenever it falls, or risk not being cast. We are aware that you have a choice over external performances, but performance projects are part of the course and as such you are expected to attend all rehearsals.

Please also ensure that your parents are aware of this. Communication is key; you may not always be needed and we will endeavour to let you know as soon as we are able. In return we ask that you communicate with the college.

The Level 6 Diploma in Professional Dance and Musical Theatre

Below are tables that describe the Diploma Courses as they are broken down in units. The numbers in the 'GLH' box represent the amount of guided learning hours and the numbers in the 'ILH' box represents the amount of independent learning hours for the qualification. The Level of the Diploma is indicated in the box entitled RQF Level. Some of the diploma is credited at Level 6 RQF and some at Level 5 RQF, but overall you achieve a Level 6 Diploma in either dance or musical theatre.

LEVEL 6 DIPLOMA IN PROFESSIONAL DANCE

UNIT	UNIT TITLE	GLH	ILH	RQF LEVEL
1	KEY TECHNICAL SKILLS IN PROFESSIONAL DANCE Two dance genres	1,300	200	6
2	SUPPORTING TECHNICAL SKILLS Supporting Technical Skills in Professional Dance (Option A) Supporting Technical Skills in Voice for Professional Dance (Option B) Students choose ONE option	300	100	5
3	PERFORMANCE IN PROFESSIONAL DANCE Performance Projects – usually one per term	900	400	6
4	EMPLOYABILITY SKILLS AND PROFESSIONAL PRACTICE IN DANCE Professionalism, fitness, health and nutrition, conduct and business skills	400	200	6
5	RESEARCH AND REFLECTION ON DANCE Research and Production Projects, key practitioners, reflections and critiques	100	300	6
	TOTAL HOURS – 4,200	3,000	1,200	6

LEVEL 6 IN PROFESSIONAL MUSICAL THEATRE

UNIT	UNIT TITLE	GLH	ILH	RQF LEVEL
1	KEY TECHNICAL SKILLS IN PROFESSIONAL MUSICAL THEATRE - SINGING	600	100	6
2	KEY TECHNICAL SKILLS IN PROFESSIONAL MUSICAL THEATRE Key Technical Skills in Professional Musical Theatre –Dance (Option A) students choose two dance genres Key Technical Skills in Musical Theatre – Acting (Option B) Students choose ONE option	700	100	6
3	SUPPORTING TECHNICAL SKILLS Dance (Option A) Acting (Option B) Students choose either Option A or Option B (a different skills to Unit 2)	300	100	5
4	PERFORMANCE IN PROFESSIONAL MUSICAL THEATRE Performance Projects – usually one per term	900	400	6
5	EMPLOYABILITY SKILLS AND PROFESSIONAL PRACTICE IN MUSICAL THEATRE Professionalism, fitness, health and nutrition, conduct and business skills	400	200	6
6	RESEARCH AND REFLECTION ON MUSICAL THEATRE Research and Production Projects, key practitioners, reflections and critiques	100	300	6
	TOTAL HOURS – 4,200	3,000	1,200	6

BALLET

COURSE CONTENT

Aims

The aims of the ballet course are to ensure the acquisition of a secure ballet technique in order to underpin other dance styles and to ensure that students are aware of professional standards in ballet technique and artistry. There is a strong performance element to the course, including appreciation of the importance of music and musicality, eye line, communication, interpretation and dynamics. An emphasis is placed on the understanding of how the body works and how to develop the required strengths.

All students study ballet throughout the duration of their training, with a few students taking ballet as a key or supporting skill within their Diploma choice, although this is at the discretion of Senior Management at the college and in line with the benchmarks set by Trinity College. Personal, detailed feedback is of paramount importance throughout the course, with an emphasis on realising any possible physical limitations and working within them safely.

YEAR ONE

- Learn to warm-up and limber correctly and safely
- Develop correct stance and placement for technical strength
- Establish a knowledge of anatomy through explanation of correct practice
- Build a vocabulary of foundation steps with the understanding of French terminology
- Develop co-ordination and correct use of arms
- Pointe work (females only) where appropriate – those who are not able to dance on pointe will be advised and they may dance this class on demi-pointe
- Preparation for virtuosity (males only)
- Develop an awareness of presentation for class
- Begin an understanding of personal anatomy

YEAR TWO

- Increase flexibility through correct stretch and limbering exercises
- Continue the strengthening of core stability and correct placement for technical strength
- Further the knowledge of classical vocabulary to include more complex enchainements
- Develop musicality
- Develop confidence in performance skills
- Study of classical repertoire
- Progression of pointe work (females only)
- Virtuosity (males only)

YEAR THREE

- Continue to develop the technical skills learnt in years one and two
- Consolidate classical vocabulary developed in years one and two
- Refine artistic interpretation and performance

- Further study classical repertoire to advance knowledge of the subject area
- Consolidation of pointe work skills (females only) and virtuosity (males only)

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Apply safe and effective alignment and placing
- Learn and reproduce sustained movement sequences, combining strength, balance and control with accuracy and technical detail
- Demonstrate application of strength with effective physicality, flexibility and co-ordination
- Learn and reproduce unfamiliar complex sequences accurately and quickly
- Accurately interpret choreographic demands demonstrating precision and intent
- Perform with a controlled range of movement facility and dramatic intent showing subtleties of style
- Perform with advanced dramatic skills
- Respond to music sensitively, showing understanding of timing and phrasing
- Demonstrate confidence in solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability in classical ballet
- Expressive performance ability in classical ballet
- Technical skills for working in a professional dance context

N.B For students who have chosen classical ballet as a key skill the assessment criteria will be different, please see below for both diploma pathway key skills criteria.

Key Technical Skills in Professional Dance (Classical Ballet)

- Apply safe, efficient and accurate alignment and placing with effective balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duets and ensemble performances, expressing relevant intent and engagement
- Learn and reproduce sustained complex movement sequences combining strength, flexibility, balance, physicality and control with accuracy and technical detail
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Show understanding of audience needs and expectations in a range of contexts
- Understand and use nuanced dramatic skills
- Demonstrate a sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation

- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in classical ballet technique
- Expressive performance expertise in classical ballet technique
- Technical skills for working in a professional dance context

Key Technical Skills in Professional Musical Theatre – Dance (Classical Ballet)

- Apply safe, efficient and accurate alignment and placing to encompass balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Perform with nuanced dramatic skills
- Demonstrate sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors, choreographers and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in classical ballet technique
- Expressive performance expertise in classical ballet technique
- Technical skills for working in a professional dance context

CONTEMPORARY

INTRODUCTION

The programme for contemporary dance is both thorough and well informed, in terms of what is relevant and current in contemporary styles. To support the overall dance syllabus and range of work studied Graham, Cunningham, Limon and Release will be covered throughout and during the course. The teaching of all technique is thorough and well considered, providing a clear breakdown of contractions, spirals and well-structured floor work.

AIMS

- Achieve correct alignment
- Develop use of breath, weight and movement initiation
- Perform with good use of dynamics and musicality
- Achieve a high-degree of strength, control, balance and co-ordination
- Develop excellent spatial awareness
- Achieve a professional level of presentation and performance
- Develop understanding of different techniques and choreographic demands

COURSE CONTENT

YEAR ONE

- Acquire appropriate placement of weight for centring and balance
- Create abdominal strength and establish use of the centre of the body
- Strengthen upper body to enhance speed and agility on the floor
- Work on the use of weight, experimenting with the transference of weight
- Introduce the use of breath in conjunction with movement
- Develop travelling sequences to encourage freedom of movement and dynamics
- Draw attention to rhythmic detail and musical phrasing

YEAR TWO

- Continue to develop the body's centre to allow freedom of the limbs, minimal tension and energy-efficient dancing
- Continue the work on upper body strength
- Encourage smooth and rapid movement into and out of the floor
- Develop a broad vocabulary of dynamics
- Develop spatial awareness
- Develop the use of weight using fall and recovery initiated by the pelvis
- Introduce more complex travelling sequences concentrating on jumps and turns
- Explore extended movement phrases

YEAR THREE

- Refine the use of breath and core strength to enhance movement and decrease effort
- Secure a strong sense of rhythm and musical phrasing
- Refine the awareness of both the personal and general space
- Create a synthesis between use of weight, breath and dynamics
- Use body weight with an increasing confidence and degree of well-assessed risk
- Use a complex and diverse vocabulary of dynamics

- Increasingly difficult travelling work including fluid movement into and out of the floor, complex jumps and turns
- Explore extended and complex movement phrases to a professional performance level

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Apply safe and effective alignment and placing
- Learn and reproduce sustained movement sequences, combining strength, balance and control with accuracy and technical detail
- Demonstrate application of strength with effective physicality, flexibility and co-ordination
- Learn and reproduce unfamiliar complex sequences accurately and quickly
- Accurately interpret choreographic demands demonstrating precision and intent
- Perform with a controlled range of movement facility and dramatic intent showing subtleties of style
- Perform with advanced dramatic skills
- Respond to music sensitively, showing understanding of timing and phrasing
- Demonstrate confidence in solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability in contemporary dance
- Expressive performance ability in contemporary dance
- Technical skills for working in a professional dance context

N.B For students who have chosen contemporary dance as a key skill the assessment criteria will be different, please see below for both diploma key skills criteria.

Key Technical Skills in Professional Dance (Contemporary Dance)

- Apply safe, efficient and accurate alignment and placing with effective balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duets and ensemble performances, expressing relevant intent and engagement
- Learn and reproduce sustained complex movement sequences combining strength, flexibility, balance, physicality and control with accuracy and technical detail
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Show understanding of audience needs and expectations in a range of contexts
- Understand and use nuanced dramatic skills
- Demonstrate a sensitive response to musical phrasing combined with accurate timing

- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in contemporary dance technique
- Expressive performance expertise in contemporary dance technique
- Technical skills for working in a professional dance context

Key Technical Skills in Professional Musical Theatre – Dance (Contemporary Dance)

- Apply safe, efficient and accurate alignment and placing to encompass balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Perform with nuanced dramatic skills
- Demonstrate sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors, choreographers and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in contemporary dance technique
- Expressive performance expertise in contemporary dance technique
- Technical skills for working in a professional dance context

JAZZ

INTRODUCTION

Strong emphasis is placed on the teaching of a wide variety of Jazz styles, in order that students remain technically versatile, and competitive within the commercial theatre industries. Areas studied will range from mainstream modern American Jazz to styles which incorporate the essence of jazz practitioners such as Matt Mattox and will include Commercial styles which will be taught independently of the technical classes, teaching current styles and choreography. There is a separate specification for Commercial Jazz. The progressive study of these techniques is further enhanced through workshops and master classes with leading industry professionals. A well devised approach to jazz warm-up has been established and used throughout the college as a basis for further development. This helps consistency of teaching and learning at all levels.

At the end of the training period students will perform a range of styles with confidence utilising a vocabulary of dynamics essential to jazz dance today. Spontaneous responses to rhythm, the ability to quickly pick up unseen work and produce professional levels of performance will be a strong focus throughout the course. The emphasis is placed on the quality of the work produced, and the ability to self-correct through a detailed knowledge and understanding of advanced jazz technique and professional performance levels.

AIMS

- Achieve a high level of jazz technique in a variety of styles
- Create a vocabulary of dynamics essential to jazz dance
- Develop a spontaneous response to rhythm
- Achieve a professional level of performance
- Develop excellent co-ordination
- Pick up unseen work quickly and accurately and reproduce it accordingly

COURSE CONTENT

YEAR ONE

- Basic technique with accurate placing and alignment
- A safe warm-up and cool down vocabulary
- An understanding of isolations, contractions and coordination
- The knowledge required to execute travelling steps using a low centre of gravity
- A thorough understanding of the use of pli 
- The notion of professional spatial awareness
- The importance of strong ballet technique to support and enhance jazz technique

YEAR TWO

- Secure technique with accurate placing and alignment
- The ability to execute a safe and efficient warm up and cool down when working individually.
- Secure knowledge of isolations, contractions and coordination
- The ability to execute travelling steps using both a high and low centre of gravity
- A more in-depth understanding of the use of pli 
- A developed and refined use of spatial awareness
- The importance of strong ballet technique to support and enhance jazz technique

YEAR THREE

- Secure technique with accurate placing and alignment
 - The ability to self-warm-up and cool down safely
 - Secure knowledge of isolations, contractions and coordination
 - The ability to execute travelling steps using a low and high centre of gravity
 - Consistent use of plié to aid dynamics and musicality
 - Consolidate spatial awareness in readiness for auditions
- In the student the importance of strong ballet technique to support and enhance jazz technique

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Apply safe and effective alignment and placing
- Learn and reproduce sustained movement sequences, combining strength, balance and control with accuracy and technical detail
- Demonstrate application of strength with effective physicality, flexibility and co-ordination
- Learn and reproduce unfamiliar complex sequences accurately and quickly
- Accurately interpret choreographic demands demonstrating precision and intent
- Perform with a controlled range of movement facility and dramatic intent showing subtleties of style
- Perform with advanced dramatic skills
- Respond to music sensitively, showing understanding of timing and phrasing
- Demonstrate confidence in solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability in jazz dance
- Expressive performance ability in jazz dance
- Technical skills for working in a professional dance context

N.B For students who have chosen jazz dance as a key skill the assessment criteria will be different, please see below for both diploma pathway key skills criteria.

Key Technical Skills in Professional Dance (Jazz Dance)

- Apply safe, efficient and accurate alignment and placing with effective balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duets and ensemble performances, expressing relevant intent and engagement
- Learn and reproduce sustained complex movement sequences combining strength, flexibility, balance, physicality and control with accuracy and technical detail
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina

- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Show understanding of audience needs and expectations in a range of contexts
- Understand and use nuanced dramatic skills
- Demonstrate a sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in jazz dance technique
- Expressive performance expertise in jazz dance technique
- Technical skills for working in a professional dance context

Key Technical Skills in Professional Musical Theatre – Dance (Jazz Dance)

- Apply safe, efficient and accurate alignment and placing to encompass balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Perform with nuanced dramatic skills
- Demonstrate sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors, choreographers and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in jazz dance technique
- Expressive performance expertise in jazz dance technique
- Technical skills for working in a professional dance context

COMMERCIAL JAZZ

INTRODUCTION

Strong emphasis is placed on the teaching of a wide variety of commercial jazz styles, in order that students remain technically versatile, and competitive within the commercial jazz industry. The progressive study of these techniques is further enhanced through workshops and master classes with leading industry professionals.

At the end of the training period students will perform a range of styles with confidence utilising a vocabulary of dynamics essential to commercial jazz today. The ability to quickly pick up unseen work and produce professional levels of performance will be a strong focus throughout the course in preparation for auditions and the rigours of professional work. The emphasis is placed on the quality of the work produced, and the ability to self-correct through a detailed knowledge and understanding commercial jazz styles and professional performance levels.

AIMS

- Achieve a high level of commercial jazz technique in a variety of styles
- Create a vocabulary of dynamics essential to commercial work
- Develop the ability to work to counts, beats, vocal instruction or visual replication
- Achieve a professional level of performance in a range of styles
- Develop excellent co-ordination
- Pick up unseen work quickly and accurately and reproduce it accordingly

COURSE CONTENT

YEAR ONE

- Basic technique with accurate placing and alignment
- A safe warm-up and cool down vocabulary
- An understanding of the movement vocabulary required in commercial jazz, including isolations, contractions and coordination
- A thorough understanding of the physical requirements required in order to dance with fluidity and sharpness
- An ability to ally and utilise jazz and other dance techniques within commercial dance

YEAR TWO

- Focus on the development of versatility and understanding of the different styles within the genre
- Expect students to become self-motivated to improve their interpretation and performance levels
- Major developments in style and technique will be expected in the second year of the course, with a significant improvement in ability to pick-up unseen work and utilisation of learning in other dance subjects within commercial jazz
- Development of stamina and attack as required in complex and longer dance sequences

YEAR THREE

- Focus on the ability to perform accurately and creatively, to a professional level with both seen and unseen work
- Students will understand a wide range of commercial jazz styles, utilising appropriate dynamics and interpretation
- The teaching style, whilst thorough, will be linked to the professional expectations in preparation for the audition process and choreographic styles used in the industry

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Apply safe and effective alignment and placing
- Learn and reproduce sustained movement sequences, combining strength, balance and control with accuracy and technical detail
- Demonstrate application of strength with effective physicality, flexibility and co-ordination
- Learn and reproduce unfamiliar complex sequences accurately and quickly
- Accurately interpret choreographic demands demonstrating precision and intent
- Perform with a controlled range of movement facility and dramatic intent showing subtleties of style
- Perform with advanced dramatic skills
- Respond to music sensitively, showing understanding of timing and phrasing
- Demonstrate confidence in solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability in classical ballet
- Expressive performance ability in classical ballet
- Technical skills for working in a professional dance context

N.B For students who have chosen commercial jazz as a key skill the assessment criteria will be different, please see below for both diploma pathway key skills criteria.

Key Technical Skills in Professional Dance (Commercial Jazz)

- Apply safe, efficient and accurate alignment and placing with effective balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duets and ensemble performances, expressing relevant intent and engagement
- Learn and reproduce sustained complex movement sequences combining strength, flexibility, balance, physicality and control with accuracy and technical detail
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Show understanding of audience needs and expectations in a range of contexts
- Understand and use nuanced dramatic skills
- Demonstrate a sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment

- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in commercial jazz technique
- Expressive performance expertise in commercial jazz technique
- Technical skills for working in a professional dance context

Key Technical Skills in Professional Musical Theatre – Dance (Commercial Jazz)

- Apply safe, efficient and accurate alignment and placing to encompass balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Perform with nuanced dramatic skills
- Demonstrate sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors, choreographers and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in commercial jazz technique
- Expressive performance expertise in commercial jazz technique
- Technical skills for working in a professional dance context

TAP

INTRODUCTION

Tap is an essential skill for students to develop during their time at college. Both English and American styles are utilised to obtain a wide knowledge of this subject. All students are assessed in week one to ascertain standards, and streamed accordingly.

AIMS

- Ensure a thorough knowledge of tap vocabulary
- Ensure knowledge of different tap styles
- Broaden musicality
- Develop a good understanding of rhythm, accents and syncopation
- Introduce the use of the body as a percussive instrument

COURSE CONTENT

YEAR ONE

- Develop an elementary tap technique
- Build confidence in rhythm
- Introduce English and American styles
- Gain an understanding of syncopation
- Achieve correct weight placement

YEAR TWO

- Increase tap vocabulary and technique
- Explore tonality - light and shade
- Reduce movement of hips and increase use of the ankle
- Extend rhythmic response

YEAR THREE

- Refine technical skills developed during years one and two
- Use more complex rhythmic patterns
- Combination of intricate beating with various dance and music styles
- Extend the variety of styles and tempos studied to maximise the students' versatility in the subject area

Expectations within Levels

As tap is a subject taught in 3 ability levels it is important to clarify the expectations within assessment outcomes. The following are guidelines and it may not be of any concern if lower outcomes are achieved, unless this is consistently the case. In addition, consistently higher marks may result in being moved to another level.

Level 1 – The expectation is that you will be aiming to achieve a Distinction

Level 2 – The expectation is that you will be aiming to achieve a Merit

Level 3 – The expectation is that you will be aiming to achieve a Pass

Students taking tap and as key skill option within their diploma should be in at least Level 2 and aiming for Level 1, and within that attaining at least a Merit or Distinction in assessments.

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Apply safe and effective alignment and placing
- Learn and reproduce sustained movement sequences, combining strength, balance and control with accuracy and technical detail
- Demonstrate application of strength with effective physicality, flexibility and co-ordination
- Learn and reproduce unfamiliar complex sequences accurately and quickly
- Accurately interpret choreographic demands demonstrating precision and intent
- Perform with a controlled range of movement facility and dramatic intent showing subtleties of style
- Perform with advanced dramatic skills
- Respond to music sensitively, showing understanding of timing and phrasing
- Demonstrate confidence in solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability in tap dance
- Expressive performance ability in tap dance
- Technical skills for working in a professional dance context

N.B For students who have chosen tap dance as a key skill the assessment criteria will be different, please see below for both diploma pathway key skills criteria.

Key Technical Skills in Professional Dance (Tap Dance)

- Apply safe, efficient and accurate alignment and placing with effective balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duets and ensemble performances, expressing relevant intent and engagement
- Learn and reproduce sustained complex movement sequences combining strength, flexibility, balance, physicality and control with accuracy and technical detail
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Show understanding of audience needs and expectations in a range of contexts
- Understand and use nuanced dramatic skills
- Demonstrate a sensitive response to musical phrasing combined with accurate timing

- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in tap dance technique
- Expressive performance expertise in tap dance technique
- Technical skills for working in a professional dance context

Key Technical Skills in Professional Musical Theatre – Dance (Tap Dance)

- Apply safe, efficient and accurate alignment and placing to encompass balance, co-ordination, flexibility and control
- Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement
- Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina
- Perform with a full and controlled range of movement facility, showing precision and subtleties of style
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Perform with nuanced dramatic skills
- Demonstrate sensitive response to musical phrasing combined with accurate timing
- Demonstrate confidence in improvisation
- Precisely interpret choreographic demands through technical accuracy and commitment
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors, choreographers and peers
- Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Accurate technical ability and expertise in tap dance technique
- Expressive performance expertise in tap dance technique
- Technical skills for working in a professional dance context

PAS DE DEUX & PARTNER WORK

INTRODUCTION

Pas de Deux is an essential skill for professional dancers and is taught to male students throughout the three years once they have achieved sufficient basic strength and to all females. Third year students will work with guest teachers to build on their prior learning and to experience partner work in different dance genres.

AIMS

- Understand basic etiquette of partnering
- Develop a knowledge of Pas de Deux vocabulary, from basic lifts to more complex repertoire
- Develop and maintain trust in working relationships
- Develop enough stamina to maintain consistent control
- Develop balance technique and safety with aesthetic outcomes
- Understanding of correct technique required for partner work in order to avoid injury
- Develop performance and artistry
- Use physical analysis to maintain a safe working environment
- Develop partner work techniques in multiple dance styles
- Encourage the students to work creatively within choreography and interpretation
- Recognise appropriate clothing for various types of partner work

COURSE CONTENT

- Basic lifts and supports
- Practice of more advanced lifts when appropriate
- Analysis of correct and safe technique
- Choreography from simple combinations to standard classical and jazz/musical theatre repertoire

LEARNING OUTCOMES

- Insight into the demands of Pas de Deux
- Technical skills required to execute lifts and supports safely
- Appreciation of the mutual support and rapport required for partner work
- Ability to execute partner work with artistry and a professional level of performance

ASSESSMENT

There is no official assessment point for Pas De Deux but students are often required to perform partner work in choreography which may be assessed in performance.

SINGING

INTRODUCTION

Students will first learn to master the craft that is vocal production, ensuring safe and accurate production of sound and determining the possibilities of their own voice. They will then be encouraged to be artists and make their own choices, exploring all of the vocal qualities found in Musical Theatre repertoire from the 1920's to present day. Finally with confidence, through knowledge of their instrument and self-assurance deliver a polished performance.

Singing is a very individual and often very personal skill and will be treated as such. Differentiation will be implemented for each student based on their previous experience with singing; their attractor states both postural and within their individual vocal set up, cultural experiences and influences. Please note singing can be an emotional experience particular for those who are unfamiliar with it so all work will be delivered carefully and tactfully and where possible at an individual level. Each week the students will have lessons in Singing Technique and Repertoire and in year two they will have an additional subject Acting Through Song which will focus on interpretation of text and characterisation. Expectations for graduating students are firmly placed in the ability to present themselves well in an audition situation, and to possess the wide spectrum of vocal and performance skills needed to secure work in the Industry.

AIMS

- Develop and maintain a strong vocal technique focusing on:
 - Correct anatomical alignment
 - Support/Breath control
 - Correct placement
 - Vocal agility & quality
 - Study of range of vocal qualities
- Introduce and develop choral singing skills
- Establish individual practice programme
- Develop a range of suitable repertoire to a performance/audition standard
- Historical knowledge of musical theatre composers and works

COURSE CONTENT

YEAR ONE

- Develop strong technique through:
 - Correct anatomical alignment
 - The understanding of diaphragmatic breathing
 - Correct placement
 - Clarity of diction
 - Voice Qualities (Cry, Speech & Sob)
- Basic music theory to help read a score
- Build confidence.
- Knowledge of Musical Theatre throughout its evolution, including detailed knowledge of composers and their work
- Basic skills in ensemble and harmonic singing (3 part)

- Developing a personal repertoire from course work (chosen by tutor) and through independent research
- Establish individual practise/exercise programme
- Introduction to Acting through Song (breaking down text/phrasing/character analysis/intent).

YEAR TWO

- Introduction of Acting Through Song classes
- Further technical work to establish Cry, Speech & Sob qualities for performance, with introduction of Twang & Belt
- Extension of vocal range through a broader range of vocal styles
- Stagecraft in performance
- Demonstrating twang and understanding its use - Learned the different larynx positions appropriate for each genre
- Differentiate between gripping and support – Show vocal qualities (speech/sob/belt) - demonstrate each of these qualities

YEAR THREE

- Further cement and secure vocal technique demonstrating a diverse range of vocal skills and qualities
- The ability to warm-up the individual voice safely
- Secure knowledge of the workings of the vocal mechanism, as well as how to control it to make safe, appropriate, accurate and well-managed vocal choices
- Individual emotional connection
- Intensive audition preparation and practice with a comprehensive understanding of the expectations of the musical theatre audition and how to prepare for it.
- Refining an appropriate repertoire for domestic and international employment
- Performance and presentation practice-
- To be able to work with others from duets and trios to full musicals,
- The ability to successfully and professionally communicate with a panel and a pianist as in an actual Industry audition.
- The ability to respond to direction within an audition situation

ASSESSMENT CRITERIA

All students in first and second year should be able to display the following: -

- Combine the vocal techniques of breathing, centring and relaxation in relation to pitch, resonance, projection and articulation, sustaining and communicating passages of speech in rehearsal and performance
- Demonstrate awareness of personal singing range and vocal type
- Adapt voice effectively to the performance context
- Use vocal technique to convey character and dramatic intent through song
- Demonstrate sensitive and expressive interpretation of theme and lyrics
- Combine movement and vocal techniques effectively
- Deploy techniques to train, maintain and protect the voice, including effective personal warm-up

- Select and present suitable vocal audition material that reflects personal abilities
- Demonstrate confidence in both solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, with specific reference to the integration of vocal skills within safe dance practice
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Demonstrate mature, engaging and secure vocal techniques
- Demonstrate integrated and expressive use of voice in a professional dance context
- Demonstrate supporting vocal skills for working in a professional dance context

N.B For students on the Musical Theatre Diploma, singing is a key skill and the assessment criteria will be different (third year only), please see below.

Key Technical skills in Professional Musical Theatre – Singing

- Demonstrate a well-placed consistent sound across their vocal range
- Deploy resonance, pitch, tonal quality, articulation, correct anatomical alignment, breath control, centring and support in vocal performance
- Adapt vocal technique to meet the demands of a range of genres and styles
- Demonstrate an understanding of and ability to express the intention and emotional context of music and lyrics in performance through vocal technique and acting/ movement skills
- Sustain performances with the necessary energy and physicality, applying advanced vocal and physical techniques as required
- Adapt vocal technique to underpin characterisation in various periods and styles, accurately using an accent or dialect when required
- Select and present suitable vocal audition material that reflects personal abilities
- Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interaction with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, both in relation to personal welfare and to workplace safety, including relevant physical and vocal warm-ups
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Demonstrate accurate technical ability and expertise in singing
- Demonstrate mature, engaging and integrated performance skills in musical theatre
- Demonstrate singing skills for working as a professional musical theatre performer

ACTING

INTRODUCTION

Acting is an essential skill for all performers. The ability to communicate ideas and emotions on a scale accessible to an audience is the primary means of storytelling whether it be expressed through dance, song or the spoken word. The acting classes complement and underpin all subjects on the curriculum.

A strong emphasis is placed on the students learning to differentiate and voluntarily control each structure within the acting fundamental skill set, ensuring that they have the knowledge and understanding to make their own personal and artistic choices and to know which skill set to use to implement them. The student will be given all skills necessary to make their own choices whilst maintaining flexibility in order to be able to respond to an ever changing Industry.

AIMS

- To establish characterisation expressed through physicality
- To establish characterisation expressed through vocal qualities
- To create an understanding of the process of Acting
- To establish a connection between the physical, vocal and imaginative energies necessary to convey text and subtext
- To teach textual analysis and interpretation of a variety of dramatic styles and genres
- To create an understanding of story, plot and dramatic structure
- To teach the conventions and etiquette of the profession

COURSE CONTENT

YEAR ONE

- The process of acting - suspension of disbelief – subtext – objectives
- The creation of character
- The creation of story
- The interpretation of modern text
- Sight-reading
- Scene study
- Character relationships - dynamics – status
- A basic understanding of the vocal mechanism and independent control of the structures
- A basic understanding of how to do a safe and efficient warm up for the individual
- Have an understanding of how to approach a range of texts from Shakespeare to Bennet
- To understand that acting skills are at the core of all performance work

YEAR TWO

- Emotional access
- Sight-reading
- Scene study
- Musical theatre styles – integration of acting and singing
- Pantomime – history – scale of expression – style
- Performance projects

- A comprehensive understanding of how to use voice and body in a range of theatrical contexts
Work independently and be able to be prepared for class and rehearsal
- Meet expectations in a rehearsal room from a creative team
- Reflective practitioner - to know how to learn and continue to develop own practice

YEAR THREE

- Acting on camera
- Audition preparation – researching scripts
- Monologues
- Sight-reading
- Audition practice and repertoire
- Integrated performance projects
- Safe practice as a performer within a range of context
- Understanding the career
- Gain a comprehensive understanding of the expectations of the musical theatre audition and how to prepare for it
- Professional communication with a panel in an actual industry audition
- Respond to direction within an audition situation

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Deliver and sustain detailed and believable characterisations that contain emotional truth and clear intention
- Sustain a performance with the necessary energy and physicality, applying good vocal and physical techniques
- Adapt technique to suit the style of production, media, genre, text and directorial intention
- Demonstrate sustained clarity of vocal expression, varying vocal technique using accent/dialect as media, venue and character require
- Accurately interpret directorial demands, demonstrating precision, intent, energy and stamina
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Demonstrate an understanding of the professional practices and working vocabulary of theatres and studios
- Demonstrate confidence in both solo and group situations
- Demonstrate high levels of physical energy and stamina
- Demonstrate sensitive and positive interactions with tutors, directors and peers
- Demonstrate understanding of health and safety considerations
- Work effectively within a rehearsal environment
- Demonstrate effective preparation and research skills

LEARNING OUTCOMES

- Demonstrate mature, engaging and secure acting techniques
- Demonstrate specific skills for acting across a range of genres and settings

- Demonstrate acting skills for working as a professional musical theatre or dance performer

N.B For students on the Musical Theatre Diploma who have chosen acting as a key skill the assessment criteria will be different (third year only), please see below.

Key Technical skills in Professional Musical Theatre – Acting

- Deliver and sustain coherent, contrasting characterisations that contain emotional truth, clear intention and demonstrate personal creativity and ownership
- Sustain performances with the necessary energy and physicality, applying advanced vocal and physical techniques as required
- Use a range of integrated acting skills to deliver effective characterisation to suit varying styles of production, media, genre, text and directorial intention
- Adapt vocal technique to underpin characterisation in various periods and styles, using an accent or dialect accurately when required
- Accurately interpret directorial demands, demonstrating precision, intent, energy and stamina
- Demonstrate understanding of audience needs and expectations in a range of contexts
- Demonstrate an understanding of the professional practices and working vocabulary of theatres and studios
- Demonstrate confidence, competence and sensitivity in complex solo and group situations
- Demonstrate sensitive and positive interactions with tutors, directors and peers
- Demonstrate understanding of health and safety considerations, both in relation to personal welfare and to workplace safety, including relevant physical and vocal warm-ups
- Demonstrate effective preparation and research skills
- Work effectively within a rehearsal environment

LEARNING OUTCOMES

- Demonstrate mature, engaging and secure acting techniques
- Demonstrate specific skills for acting across a range of genres and settings
- Demonstrate acting skills for working as a professional musical theatre performer

MUSICAL THEATRE COMBINED SKILLS

INTRODUCTION

Within this subject a strong emphasis is placed on the students being able to combine the skills of singing, dancing and acting, simultaneously controlling the skills to perform a wide variety of musical theatre. This course has been designed to run alongside and integrate the skills gained from singing, acting and dance expectations across a variety of styles and genres. Musical Theatre will be delivered through a series of practical classes, workshops and theory classes over the 3 years. Students consider the skills and techniques required of the successful realisation of a role in a musical theatre performance and develop these required skills through class, workshops and rehearsals. Skills learnt in dance technique, singing technique and acting technique classes will all be combined to form a new skill - the ability to dance, sing and act at the same time.

With access to the internet and digital recordings it is tempting to model performances on what you can see or download, this leads to imitation and lacks originality and thought. Students will be taught to think for themselves. Everyone is different, with a unique set of skills, techniques and various strengths. Students will be encouraged to explore, develop and nurture their own set of skills within a musical theatre role. Having a career in Musical Theatre requires more than good dancing, singing and acting, or a combination of all three. The students will learn the importance of understanding the Musical Theatre genre, its history, understand the plot/narrative, understand why the characters sing and dance, how singing and dancing contributes to the performance.

AIMS

- To integrate singing, acting and dancing skills
- To develop the knowledge required to prepare and audition for suitable professional engagements
- To achieve sight-reading skills to enhance audition prospects
- To create a suitable acting and singing portfolio in readiness for graduation

COURSE CONTENT

YEAR ONE

- Apply and develop techniques from all disciplines in a musical theatre role
- Apply and develop the appropriate performance skills 3
- Rehearse for an ensemble role in a musical
- Perform an ensemble role in a musical
- Develop an understanding of how musical theatre has changed over the last 100 years
- Understand the importance of being able to combine dancing, singing and acting

YEAR TWO

- Development of the ability to characterise, sing and dance at the same time
- Practicing and refining sight-reading skills within songs, dialogue and introducing prose
- Exploration and development of acting through song
- Development of professional portfolio
- Further develop and refine the appropriate performance skills

- Rehearse for a duo / trio / solo role as well as an ensemble role in a musical
- Understand the importance of a swing / understudy role within a production
- Apply and develop skills needed for an understudy / swing role in a production
- Apply and develop teaching skills
- Compare and contrast different musical productions
- Contribute and perform in a musical as part of an ensemble, solo/duet/trio and as a swing

YEAR THREE

- Consolidation of all work learned in previous years
- Broad knowledge of different styles within sung and danced work and understanding of suitable personal casting
- Refinement of sight-reading
- Finalisation of professional portfolio
- Performance in a range of venues, showcase, end of year show, performance projects and in audition scenarios in classes and auditions
- Further refine and reflect mastery in skills and techniques from all disciplines in a musical theatre role
- Contribute to rehearsals choreographically, in a duo / trio / solo role as well as an ensemble role in a musical
- Further develop and refine skills needed for an understudy / swing role in a production
- Identify and discuss the original texts on which musicals are based
- Contribute and perform with mastery in a musical as part of an ensemble, solo/duet/trio and as a swing

LEARNING OUTCOMES

Students will learn to demonstrate impressive, fully engaging and sophisticated vocal techniques which can be integrated with other skills as appropriate, including:

- Vocal interpretation which conveys dramatic intent
- Expression and sensitivity when interpreting theme and lyrics
- Awareness and deployment of personal singing range
- An ability to select and present suitable vocal audition material
- Understanding and application of appropriate health and safety considerations to protect and maintain the voice and body
- Phrasing
- Stylistic accuracy
- Vocal qualities of Cry, Speech and Sob where appropriate
- Musicality
- Awareness of music theory
- Performance
- Text interpretation

ASSESSMENT

Students will be assessed through performance. Please refer to performance projects for assessment criteria.

PERFORMANCE PROJECTS

INTRODUCTION

All second and third year students take part in performance projects in groups according to their strengths in dance, singing & acting. These projects vary in content, and aim to provide the students with substantial opportunities to rehearse and perform work for assessments. All students are required to write a reflective evaluation on each project, which contribute to contextual module grades.

MUSICAL THEATRE BASED PERFORMANCE PROJECTS

Musical Theatre performance projects allow the students to work as a professional company collaborating with director, choreographer or musical director. Students gain direct experience of a rehearsal process in each of the three disciplines and later develop the synthesis between singing, dance and acting required for the professional Musical Theatre. Projects are text-based or dance-based to allow for students with acting and dance majors.

AIMS

- Maintain in-depth characterisation
- Confidence in a wide and diverse range of theatre styles
- Experience the rehearsal process as singer, dancer and actor
- Experience in meeting the demands of choreographers, directors and musical directors
- To work on a common objective and experience being part of a company
- Bridge the gap from 'learning' to 'being'
- Achieve a professional level of performance
- Achieve competence in combining the different elements of musical theatre

COURSE CONTENT

- Understanding narrative
- Working with Musical Director - Learn vocal score – leading parts, smaller parts and ensemble
- Building of characterisation
- Complex harmony work
- Research and discussion with director and company
- Stagecraft and technique for required style of performance
- Working to a rehearsal plan
- Preparation for each rehearsal

ASSESSMENT CRITERIA

- Perform confidently without error and with an ability to accommodate unexpected events, (eg technical failures)
- Perform with smoothly integrated singing, acting and dance skills
- Deliver and sustain a truthful, focused and technically assured performance anchored in fully realised characterisation
- Sustain clarity of vocal and physical expression, be fully audible and vary performance techniques as venue, media or character demand
- Demonstrate imagination and authority in performance
- Perform with dynamic energy and personal commitment
- Demonstrate understanding of subject matter and context through performance

- Evidence knowledge of the role of technical departments in musical theatre and a performer's relation to them (eg awareness of lighting design)
- Make a positive and sensitive contribution to group interaction, demonstrating an understanding of collective responsibility in the realisation of a performance
- Display a sensitive and attuned response to the audience, successfully communicating the intention of the work
- Demonstrate an understanding of the principles of safe practice in performance

LEARNING OUTCOMES

- Demonstrate effective preparation
- Demonstrate technical accuracy and precision
- Demonstrate creativity and ownership
- Demonstrate ability to effectively engage an audience
- Demonstrate knowledge and understanding of subject matter and context
- Demonstrate professional company skills which enhance and support performance
- Demonstrate consistent understanding and application of appropriate health and safety considerations

DANCE PERFORMANCE PROJECTS

INTRODUCTION

The dance performance projects are studied by second and third year dance students to develop individual creative skills, choreography and performance quality in relevant dance disciplines. The workshops will allow students to explore movement phrases in greater depth, challenge risk taking ideas and the quality of their work whilst focusing on an articulate interpretation of 'role' within a performance piece of choreography. Performance, written review and critical analysis will be included in the workshop programme.

AIMS

- To challenge movement vocabulary from a variety of choreographic impetuses
- To facilitate experiment, individual creativity and imagination
- To experience choreography from an idea to production
- Develop the quality of movement required at performance level
- Develop versatility and the ability to adapt to different styles of movement
- Expand and develop artistry and performance skills
- Gain understanding of the use of choreographic tools through a range of ideas and stimulus

COURSE CONTENT

- Embodiment of movement sequences
- Working with a range of choreographers in a range of styles
- Building of characterisation within dance
- Picking up complex choreography to enhance pick-up skills
- Research and discussion with choreography and company
- Stagecraft and technique for required style of performance
- Working to a rehearsal plan
- Preparation for each rehearsal

ASSESSMENT CRITERIA

- Perform confidently without error and with an ability to accommodate unexpected events (eg technical failures)
- Perform with smooth transitions and a sense of ease
- Deliver and sustain an assured performance with accurate timing and technique (accentuation, placement, physicality, range)
- Vary performance style as required by venue, media or character
- Demonstrate imagination and authority in performance
- Perform with dynamic energy and personal commitment
- Demonstrate understanding of subject matter and context through performance
- Evidence knowledge of the role of technical departments in dance and the performer's relation to them (eg awareness of lighting design)
- Make a positive and sensitive contribution to group interaction, demonstrating an understanding of collective responsibility in the realisation of a performance
- Display a sensitive and attuned response to the audience, successfully communicating the intention of the work
- Demonstrate understanding of the principles of safe practice in performance

LEARNING OUTCOMES

- Demonstrate effective preparation
- Demonstrate technical accuracy and precision
- Demonstrate creativity and ownership
- Demonstrate ability to effectively engage an audience
- Demonstrate knowledge and understanding of subject matter and context
- Demonstrate professional company skills that enhance and support performance
- Demonstrate consistent understanding and application of health and safety considerations

CONTEXTUAL STUDIES: EMPLOYABILITY SKILLS AND PROFESSIONAL PRACTICE - RESEARCH AND REFLECTION

INTRODUCTION

The contextual studies provide students with the opportunity to develop the skills required to gain and sustain employment as a professional performer. Students will develop and evidence their research, critical thinking, communication and organisational skills through various projects and assignments. The contextual studies underpin the practical knowledge gained from the areas of study, deepening knowledge with a broader context.

YEAR 1

AIMS

- Develop knowledge of historical, cultural and contextual of dance and musical theatre material
- Ability to critically analyse works of different genres
- Knowledge of practitioners and their works from the late twentieth century to current
- Development of IT and digital skills
- Awareness of physical and psychological health related to rehearsal and performance
- Safe Practice within rehearsal and performance environments
- Understanding of Fitness, Hydration and nutrition needs, and appropriate responses to illness and injury

COURSE CONTENT

- The History of dance and musical theatre
- Research skills
- Reflective practice
- Analytical skills
- Anatomy
- Physiology
- Injury prevention and management
- Nutrition
- Presentation skills

ASSESSMENT CRITERIA

Students are set written or self-tape assignments throughout the first year. They are also required to produce a reflective self-tape at the end of year one. Fitness, Health and Safety will be assessed via a written test.

The student should be able to display the following: -

- Form and express clear observational judgements of the work of others
- Demonstrate empathy to others in verbal and/or written interactions and ability to discuss and resolve issues
- Convey information clearly so it is understood by others
- Ask relevant questions clearly and constructively

- Evidence awareness and deployment of self-management and personal discipline including effective time-keeping and ability to meet deadlines
- Evidence ability to organise self and others with a successful outcome
- Demonstrate understanding of employment issues within the industry
- Evidence knowledge of industry structures, trends, professional bodies, working practices, etiquette and professionals (eg casting directors and agents)
- Evidence understanding of industry-relevant financial and contractual situations and laws
- Evidence understanding of physical and psychological demands of audition, rehearsal and performance
- Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance
- Evidence understanding of personal risk assessment combined with appropriate response to illness and injury
- Demonstrate effective use of IT, and digital and social media for professional purposes
- Demonstrate independence and confidence in a variety of professional situations
- Evidence understanding of professional self-promotion (eg showreel and CV)

LEARNING OUTCOMES

- Demonstrate effective communication skills
- Demonstrate self-management and organisational skills
- Demonstrate understanding of employment issues within the industry
- Demonstrate understanding and application of safe practice in relation to both personal and professional needs
- Demonstrate self-promotional skills
- Demonstrate research and presentation skills
- Demonstrate knowledge and understanding of the industry

YEAR 2 AND 3

AIMS

- Critically analyse own work and that of others
- Use of different research methodologies
- Ability to work independently, to organise self and others
- Develop a confident verbal presentation style and the ability to articulate own thoughts orally with clarity
- Explore individual creativity and artistry
- To research and present original ideas
- Knowledge of the industry and the relevant bodies
- Knowledge of the personal skills required for a career in commercial theatre
- Understanding of employment contracts, basic current taxation, insurance regulations, health and safety and legislation relating to the industry
- Understanding of the importance of self-management, presentation, image and self-promotion

COURSE CONTENT

- Performance Project evaluations
- Theatre reviews (critiques)

- Reflective written work
- Research and presentation of creative project work
- Preparation of Curriculum Vitae, suitable personal image and photographs
- Self-management and personal development
- Study of the industry, role of the relevant bodies and the importance of maintaining connections and networking
- Contracts, taxation and insurance
- Theatrical etiquette and the working theatre
- Audition and interview practice

ASSESSMENT CRITERIA

The student should be able to display the following: -

- Form and express clear observational judgements of the work of others
- Show empathy to others in verbal and/or written interactions and ability to discuss and resolve issues
- Convey information clearly so it is understood by others
- Ask relevant questions clearly and constructively
- Evidence awareness and deployment of self-management and personal discipline including effective time-keeping and ability to meet deadlines
- Evidence ability to organise self and others with a successful outcome
- Evidence knowledge of industry structures, trends, professional bodies, working practices, etiquette and professionals (eg casting directors and agents)
- Evidence understanding of industry-relevant financial and contractual situations and laws
- Evidence understanding of physical and psychological demands of classes, rehearsal and performance
- Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance
- Evidence understanding of personal risk assessment and appropriate responses to illness and injury
- Effective use of IT, and digital and social media for professional purposes
- Demonstrate independence and confidence in a variety of professional situations
- Evidence understanding of promoting self professionally (eg showreel and CV)
- Demonstrate the ability to source relevant information on a range of topics
- Apply critical thinking skills
- Analyse, compare and synthesise information from different sources
- Write or present a report on findings
- Demonstrate knowledge and understanding of the industry
- Evidence knowledge and understanding of professionals and practices including cultural/historical/social/political contexts
- Evidence knowledge and understanding of a range of influential genres, their impact and context
- Evidence critical reflection on a range of professional performances (live or recorded), identifying influence on own practice
- Evidence of knowledge and understanding of costume, lighting and sound techniques used in professional contexts

LEARNING OUTCOMES

- Demonstrate effective communication skills
- Demonstrate self-management and organisational skills
- Demonstrate understanding of employment issues within the industry
- Demonstrate understanding and application of safe practice in relation to both personal and professional needs
- Demonstrate understanding of employment issues within the industry
- Demonstrate research and presentation skills
- Demonstrate knowledge and understanding of the industry

GRADE DESCRIPTORS FOR TECHNICAL SKILLS ASSESSMENTS

The following grade descriptors are applied to assessment criteria in every subject.

Distinction	84%- 100%	Demonstrates an exceptional level of technical skills. Work meets all of the learning outcomes and beyond. Work is approached in an intelligent and consistently focused manner.
Merit	67%- 83%	Consistently demonstrates a notably high level of technical skills to work as a professional performer. The work meets all of the learning outcomes.
Pass	50%- 66%	Demonstrates a high level of technical skills required to work as a professional performer. Work meets all of the assessment criteria.
Fail	0% – 49%	The work fails to meet the assessment criteria. Guidance will be given via feedback and the student will be offered one opportunity to retake, within 3 months.

Students' grades may be reduced if their attendance has not been 100% throughout the study of the subject area or they have missed an unacceptable amount of the course.

GRADE DESCRIPTORS FOR PERFORMANCE ASSESSMENTS

The following grade descriptors are applied to each subject's assessment criteria:

Distinction	84%- 100%	Performance of repertoire is outstanding, demonstrating consistent energy, personal commitment and a highly sensitive response to the audience with full command of technical skills. All of the assessment criteria are met.
Merit	67%- 83%	The ability to perform repertoire with sustained energy and personal commitment and a sensitive and attuned response to the audience. Integrating technical skills and artistry. All of the assessment criteria are met.
Pass	50%- 66%	The ability to perform repertoire with sustained energy and personal commitment and a sensitive and attuned response to the audience. All of the assessment criteria are met.
Fail	0% – 49%	The work fails to meet the assessment criteria. A retake is not possible as the performance project is a unique event.

Students' grades may be reduced if their attendance has not been 100% throughout the study of the subject area or they have missed an unacceptable amount of the course.

GRADE DESCRIPTORS FOR CONTEXTUAL STUDIES

The following grade descriptors are applied to the assessment criteria.

Distinction	84%- 100%	The work evidences a thorough understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional performer. Demonstrating comprehensive research and excellent communication skills. All of the assessment criteria are successfully demonstrated.
Merit	67%- 83%	The work evidences a sound understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional performer. Demonstrating appropriate research and communication skills. All of the assessment criteria are successfully demonstrated.
Pass	50%- 66%	The work evidences understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional performer. Demonstrating research and communication skills. All of the assessment criteria is successfully demonstrated.
Fail	0% – 49%	The work fails to meet the assessment criteria.

ASSESSMENT APPEALS PROCEDURE

What is an appeal?

An appeal is a request from a student that an assessment result should be reviewed because it is believed that an injustice has occurred. An appeal may only be made against a published assessment result. Students wishing to query a grade that has not yet been published may do so informally through the relevant teacher.

Why might an appeal be necessary?

Students may wish to make an appeal if they feel that:

- There has been an administrative error in the management of the assessment
- That the assessment was not run in accordance with guidelines in the Course Specification
- That the assessors have failed to consider material circumstances relating to the delivery of a class, which have adversely affected the student's performance in assessment

How to make an appeal?

The student must write a letter of appeal to the Course Administrator, stating all the relevant facts and any information they feel will help determine the outcome.

What happens next?

The Course Administrator will then investigate the appeal, talking to the relevant assessors and the Principal. All the facts will be taken into consideration and the appeal will be treated impartially and compassionately. The college Appeals Procedure will be utilised when considering the appeal. The student will be informed of the outcome of the appeal and any change in the assessment result will then be published.