

Liverpool John Moores University

Title: SUBJECT PEDAGOGY IN PERFORMING ARTS (DANCE)
Status: Definitive
Code: **7116SDAN** (124655)
Version Start Date: 01-08-2019
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Lorna Pout	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 62
Total Learning Hours: 200
Private Study: 138

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	25
Off Site	6
Online	10
Tutorial	1
Workshop	20

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay (4000 words equivalent)	100	

Aims

To enable students to have a critical understanding of the nature of Performing Arts (Dance) in schools and colleges.

To enable students to analyse how Performing Arts (Dance) is taught in the 11-16 and/or 14-19 sectors.

To enable students to investigate the development of learners' understanding and

barriers to learning Performing Arts (Dance).

To enable students to critically evaluate strategies which promote learning in Performing Arts (Dance).

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate systematic knowledge and understanding of fundamental concepts in Performing Arts (Dance) as they relate to the 11-16 and/or 14-19 sectors.
- 2 Critically analyse learners' conceptual understanding of Performing Arts (Dance).
- 3 Interrogate research literature to provide a critique of pedagogy in Performing Arts (Dance).
- 4 Articulate complex ideas using appropriate language and style.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay (4000 words equivalent)	1	2	3	4
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Outline Syllabus

The National Curriculum and frameworks and initiatives relating to Performing Arts (Dance) in the 11-16 and/or 14-19 sectors.

Approaches to pedagogy in Performing Arts (Dance).

Current research and policies on learning, teaching and assessment applicable to Performing Arts (Dance) in the 11-16 and/or 14-19 sectors.

Strategies/activities to use ICT to enhance teaching and learning in Performing Arts (Dance).

Effective learning within Performing Arts (Dance).

Issues in development of learning in secondary learners with reference to Performing Arts (Dance).

Strategies for investigating and critically evaluating research literature.

Carrying out small-scale investigation into learning.

Learning Activities

Lectures, seminars, workshops, on line learning and practical activities will cover the key knowledge and concepts in Performing Arts (Dance). Group and individual tutorial will enable students to negotiate small-scale research activities or a review of subject focused literature.

Notes

The module uses a critical research-focused perspective to develop understanding

of learning and teaching in performing arts (dance) and a critical appreciation of the barriers which may inhibit in the secondary age range.