

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/ Department: Communications, Arts & Social Sciences

Programme: Performance and Theatre Arts

FHEQ Level: 3

Course Title: Movement I: Taking the Floor

Course Code: THR 3102

Course Leader: Dr Michael Barclay

Student Engagement Hours: 120

Seminars / Practical Workshops 30

Screenings: 3

Field Trips: 5

Performances / Rehearsals: 7

Independent / Guided Learning: 75

Semester: Fall and/ or Spring

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

During interactive workshop sessions, students are introduced to some of the building blocks that serve as the fundamentals of physical and ensemble theatre and movement practice. Students will learn a series of movement and breathing techniques and sequences as an introduction to warming up and controlling the body, breath/voice and physical/mental energy which are the first stages of Yoga, Alexander, Pilates and Laban techniques as they are commonly adapted and elaborated upon by contemporary practitioners working across a wide range of performance genres. Students will use a gym or yoga floor mat during most classes, and this floor-work will form the core of the course material. Through a range of simple class activities that explore and foster engagement with a variety of films, images and texts as springboards, students are steered through an exploration and progression of their own current physical and creative capabilities. No previous experience of any of the practices is necessary and the class content will reflect and adapt to the abilities and willingness of each individual group of students. Students are assessed through quizzes, presentations and a written reflection and not according to concepts of latent “talent”.

Pre-requisites: None

Aims and Objectives:

The principal aim of this module is to enable students to develop and improve physical awareness, confidence, strength, flexibility, posture, timing and spatial awareness and to become expert on the subject of their own physicality and its potential. In order to achieve this, the secondary aim is for students to study and regularly practice the basics of techniques used by performers to improve individual skills as well as cohesiveness and rhythm between members of a cast or ensemble. An affective aim is for students to acquire the skills to *enjoy creative movement*, which will have a positive effect on other areas of health and wellbeing, and will enrich the successful student's experience of his or her degree as a whole.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

A2, A3, A5, A12, B2, B5, B6 B8, C3, C7, C9, D3, D4, D6, D7.

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental page of the portal.

Learning Outcomes:

By the end of the module, successful students should be able to

- use a range of “starting” strategies to warm up and relax the body, while identifying personal creative processes to ensure task criteria are met.
- analyse and practice a selection of movement theory texts and practices, to inform choices available for solving problems or barriers to achievement.
- give and receive appropriate feedback on each other's practice during workshops, directed at developing the movement or sequence further into more ambitious and communicative practice.
- assemble a portfolio of their own notes and reflection on learning, writing, communicating effectively in given formats.
- engage actively with texts, analyzing a range of information using pre-defined criteria, in order to generate and expand an awareness of each of the techniques under examination.

Indicative Content:

- Hatha Yoga – the mind – body connection
- Laban – introduction to the Efforts.
- Alexander – Introduction & history
- Pilates – Introduction & history

Assessment:

This course conforms to the Richmond University Special Programme Assessment Norms for Theatre approved by Academic Council on 28 June 2012.

Teaching Methodology:

In the class of a maximum of twelve students (space permitting), students will learn a series of short warm up sequences designed to improve balance and posture which will develop over the semester as their strength and agility increases. Through a series of group work exercises students will experiment with the basic approaches of each technique system and its philosophy. Learning will focus around small -group tasks, including observation exercises (including at least on field trip), guided individual and small group movement exercises and workshops, improvisation

