

## Course: Interdisciplinary step 11 term CD

credits: 5

<b>Course code</b>	LDVB20BD11CD
<b>Name</b>	Interdisciplinary step 11 term CD
<b>Study year</b>	2020-2021
<b>ECTS credits</b>	5
<b>Language</b>	Dutch, with parts in English
<b>Coordinator</b>	R. de Haan

### Modes of delivery Assessments

### Learning outcomes

#### Knowledge & Understanding

##### *Environmental focus*

MKU15 Graduates have a clear grasp of their qualities, limitations and role in a collaboration and are open to other visions and ideas.

#### Applying Knowledge & Understanding

##### *Critically reflective and inquisitive capacity*

MAKU23 Graduates identify and process relevant signals from society, their work environment and personal lives and integrate them into their teaching.

#### Making Judgements

##### *Environmentally aware*

MMJ1 Graduates identify current developments in international society and relate them to professional practice.

MMJ2 Graduates show that they follow developments in the international dance sector and have a knowledge of the various professional fields and changing professional practice.

MMJ5 Graduates demonstrate their insight into the function and place of the arts in society and incorporate them into their professional practice.

MMJ6 Graduates place cultural developments (particularly those in the field of youth culture and interculturalism) in a social context and relate them to their own field.

MMJ8 Graduates identify, process and integrate relevant signals from society, their work environment and personal lives into their teaching.

##### *Critically reflective and inquisitive*

MJ12 Graduates demonstrate an insight into their own strong and weaker talents and opportunities in relation to DAZ and with the teaching they do.

#### Learning Skills

##### *Critically reflective and inquisitive*

MLS1 Graduates are life-long learners.

### Content

**Practical Connecting Domain:** the practical components of this domain are geared towards supporting components of other domains, or they are independent and unrelated to other domain components. This domain also provides for structuring the curriculum through modules (in steps 9 and 10) or electives. A number of practical components of this domain are not examined, while a number of components are assessed within the Dance Technique and Musical Theatre domains.

**Theory Connecting Domain:** the theoretical components of this domain are geared towards supporting components of other domains, or they are independent and unrelated to other domain components. In the Field Orientation domain component, for example, students are introduced to a wide variety of forms of art and artistic expression, as well as a broad working environment. A number of theoretical components of this domain are not examined, while a number of components are assessed within the Educational Theory domain.

#### Dance Analysis

This domain component covers the theory and analysis of ballet, jazz and PTMD techniques.

#### Creative Development

Creative development aims to teach students to develop creative products, including how to choreograph, write texts and produce various other performing arts products. This is a cross-domain component.

#### Field Orientation

Field Orientation in steps 9 and 10 aims to help students understand all aspects of their future industry as teachers, stage performers and business people, at both the national and the international level.

#### Individual Performance Skills

In steps 11 and 12, the Personal Performance Skills component gives students the opportunity for more in-depth personal development in their industry choices through individually structured classes.

#### Management Organisation & Entrepreneurship (MOE)

MOE aims to enable students to gain the theoretical knowledge and skills necessary for project management, giving students business-like skills in industry management and production. This component has no interim exams, but it does have a final exam as part of the COL Project in step 12 and the Educational Practical domain.

#### Performing Knowledge/Education and Research

This domain component enables students to put theory into practice.

#### Personal Development (PD)/Research

PD aims to advise students, whether in collaboration with other students or individually, on their academic careers, projects and exchange programmes.

#### Personal Education Skills

The Personal Education Skills component gives students the opportunity to achieve more in-depth personal development and

expansion in their industry choices in steps 11 and 12. Students choose either package A or package B. Besides studying the method, students will be required to teach on the method in question too.

#### **Practical International Orientation (in PES and IPS)**

Practical International Orientation gives students the opportunity for more in-depth personal development and expansion in step 12, teaching them to manage themselves as performing artists in the international arena, through individually structured classes.

#### **Solfège/Music Theory**

Solfège and Music Theory cover the theory of music and learning to distinguish musical notes and intervals by ear and reading them from the page. For the competences applicable, see the Educational Theory domain. Solfège/Music Theory is taught in a number of different modules. Students must complete module 1 in step 9 before being allowed to progress to module 2, etc. Students are required to complete four modules in total.

#### **Tap Dance**

Tap Dance serves as a basis for PTMD, but is an independent technique too. For the competences applicable, see the Dance Technique domain. Tap is taught at various levels, requiring students first to attain level 1 in step 9 before being allowed to progress to level 2 in step 10. Students who have completed both levels progress automatically to the 'plus' levels. For the competences applicable, see the Dance Technique domain.

#### **Included in programme(s)**

Dance in Education

#### **School(s)**

Lucia Marthas Institute for Performing Arts

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