

Module Title		Introduction to Dalcroze Eurhythmics		
Brief Description (Max 100 word count)		This module is designed to develop an embodied understanding of musicianship, and to explore links to other performance art forms through Dalcroze Eurhythmics.		
SCQF Level		7		
Credit Rating		10 SCQF Credits / 5 ECTS credits		
Status (Core/Option)		Option (open to all)		
Pre-requisites		None		
Co-requisites		None		
Anti-Requisites		None		
Maximum number of Students	20	Minimum number of Students	8	
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Workshops		2	10	20
Independent study		4	20	80
Total Notional Student Effort				100
Module Co-ordinator		Monica Wilkinson		
Module Aims		This module aims to develop and consolidate creative musicianship skills including improvisation and communication through movement.		
Module Content		Through weekly practical workshops you will be introduced to and engage with a range of activities that link movement to music. Classes will explore ways of embodying and communicating music as well as engaging you in improvisation and the creation of new work.		
Learning Outcomes		On successful completion of this module you will be able to:		
LO1		embody and communicate meaning in music, and relate this to other performance arts.		
LO2		Demonstrate a practical understanding of how the Dalcroze process can enhance musical understanding and communication.		
LO3		Apply the techniques and methods learned to analyse and create new work linking art forms.		
Assessment 1, Type and Weighting		You will be assessed through: <ul style="list-style-type: none"> • Continuous Observation (LO1, 2, 3) 		

Assessment Criteria for Assessment 1	<p>Assessors will look for:</p> <ul style="list-style-type: none"> the ability to respond musically in movement the ability to create a short piece in movement and translate it into sound using voice and body percussion (bruitage) the ability to show in movement the character and phrasing of the melodic line of a short set piece. Changes of dynamics, cadence, form, mood and quality should also be clearly presented. the ability to beat time and step simple rhythms 		
Alignment of Assessment and Learning Outcome			
	Assessment 1		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">LO1</td> <td style="text-align: center;">x</td> </tr> </table>	LO1	x
	LO1	x	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">LO2</td> <td style="text-align: center;">x</td> </tr> </table>	LO2	x
LO2	x		
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">LO3</td> <td style="text-align: center;">x</td> </tr> </table>	LO3	x	
LO3	x		
Feedback	<p>Formative: Verbal feedback in class. Summative: One written report at the end of the module.</p>		
Recommended Resources	<p>Bachmann, Marie Laure: Dalcroze Today Nivbrant Wedin, Eva: Playing Music with the whole body Emile Jaques-Dalcroze: Rhythm Music & Education Schnebly-Black and Moore: The Rhythm Inside</p>		
Other Relevant Details	None		
Next Steps	N/A		