



**Study Regulations**  
**work-study Master's Degree Programme**  
**Dance Teacher**  
**from 2<sup>nd</sup> December 2021**

On the basis of Section 13 (3) in conjunction with Section 81 (1), No. 1 of the law regulating the autonomy of the universities in the Free State of Saxony (Sächsisches Hochschulfreiheitsgesetz ((Saxon Law of University Autonomy)) - SächsHSFG) in the version of the announcement of 15 January 2013 (SächsGVBl. p. 3), last amended by Article 2 (27) of the law from 05 April 2019 (SächsGVBl. p. 245), the Senate of the Palucca University of Dance Dresden in consultation with the Rectorate is issuing the following Study Regulations - established on 23<sup>rd</sup> November 2021 - passed on 2<sup>nd</sup> December 2021:

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In these regulations, the masculine pronouns shall refer equally to persons of both genders.

## **Section 1**

### **Scope**

Based upon the Examination Regulations, these Study Regulations govern the objectives, extent, contents and structure of the academic programme in the work-study Master's Degree Programme Dance Teacher at the Palucca University of Dance Dresden.

## **Section 2**

### **Study Objective**

The work-study Master's Degree Programme Dance Teacher enables the students to further develop their personalities as responsible and creative dance teachers within the fields of pedagogy, art, and culture.

The students are active partners in an open process, in which they develop as artists and teachers and reflect critically.

The focus is on independent research, experimenting with individual/personal strategies of action and a close integration of theory and practice in the dance studio.

The study programme enables the students to prepare themselves intensively for the diverse challenges of a dynamic dance pedagogical profession.

## **Section 3**

### **Requirements for Study**

Admission requirements for studying are governed by the Admission Regulations for the work-study Master's Degree Dance Teacher.

## **Section 4**

### **Commencement of Studies, Length of Study and Required Coursework**

- (1) Registration for the first semester occurs annually at the beginning of the winter semester.
- (2) The regular period of study is six semesters.
- (3) The Degree programme comprises 120 credit points (ECTS points).

## **Section 5**

### **Modules and Credit Points**

- (1) The study programme has a modular structure. Modularization is the organization of contents into self-contained examinable units according to subjects, with a time-table and assigned credit points.

- (2) Credit points (ECTS points) are the quantitative measurement for the student's workload. The number of credit points is based upon the average workload for the student necessary to complete the respective module. The term "workload" includes not only the active participation in classes (class attendance) but also the preparation and follow-up of classes, preparation for examinations, test results, projects and all types of private study as well. One credit point is based on 30 hours of work.
- (3) The modules include compulsory as well as compulsory elective classes. Each module, its subject matter, the credit points per module, and the necessary number of hours per week in a semester can be found in the Curriculum (Appendix 1).
- (4) The descriptions of the modules (Appendix 2) include information about:
- Type of course
  - Teaching methods
  - Content and competency objective of the module
  - Prerequisite for participation
  - Applicability of the module
  - Requirements for receiving credit points
  - Number of credit points
  - Frequency that the module will be offered
  - Workload (class attendance and private study)
  - Duration of the module

## **Section 6**

### **Choice of Courses**

A choice can be made concerning the area of specialisation (Ballet Master/Rehearsal Director or Dance Teacher for professional training or Dance Teacher for Community Dance/ Amateur fields) and the major (Ballet or Contemporary/Modern Dance). Specialisation and major are defined during admission procedures.

## **Section 7**

### **Type of Courses and Private Study**

- (1) The course contents shall be conveyed through:
- Practice
  - Distant learning
  - Private lessons
  - Consultations
  - Lectures
  - Seminars
  - Projects
  - Presentations
  - Internships / assistance

- (2) The students shall acquire parts of the learning content by means of module-based private study.

## **Section 8**

### **Degree**

The university degree “Master of Arts” (M.A.) shall be awarded on the basis of successful completion of the modules and the resulting 120 credit points (ECTS points).

## **Section 9**

### **Language**

Courses shall be conducted in the English language. Courses may also be conducted in the German language if agreed upon by both students and teacher.

## **Section 10**

### **Student Advisory and Support Services**

Student advisory and support services are provided by the Department of Student Affairs, the Head of the study programme, the seminar group leader, the professors and the academic staff.

By the beginning of the third semester, students must have completed a minimum of one of the certificates of achievement designated for the course of study. Otherwise, in the third semester, they must participate in a course consultation.

## **Section 11**

### **Entry into Force**

The Study Regulations shall enter into force with their publication at the Palucca University of Dance Dresden. The study regulations of the part-time master's degree program in dance pedagogy dated 27.09.2016 shall cease to apply at the same time.

Dresden, 2<sup>nd</sup> December 2021

Prof. Jason Beechey  
Rector

## Appendix 1: Curriculum

### work-study Master's Degree Programme Dance Teacher

Module / subject	All semester hours take place in teaching blocks									total ECTS
	1. year 22,5 weeks			2. year 22,5 weeks			3. year 22,5 weeks			
	Semester hours	Private study	ECTS	Semester hours	Private study	ECTS	Semester hours	Private study	ECTS	
	<b>Module 1 - Comm. 1</b>			<b>Module 3 - Comm. 2</b>			<b>Module 5 - Comm. 3</b>			
<b>Modules Communication</b>	<b>12</b>	<b>18</b>	<b>22,5</b>	<b>13</b>	<b>17</b>	<b>22,5</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>54</b>
> Methodology/didactics, chosen major (Ballet or Contemporary/Modern Dance) & chosen specialisation Ballet Master / Professional Training / Community Dance	3	5	6	3	5	6	3	5	6	
> Dance and Music	1	1	1,5	1	1	1,5	1	1	1,5	
> Pedagogy/ educational science / psychology	2	6	6	1	3	3				
> Teaching assistance, chosen specialisation Ballet Master / Professional Training / Community Dance	2	2	3	2	2	3				
> Teaching practice, chosen major (Ballet or Contemporary/Modern Dance) or specialisation Community Dance	2	2	3	2	2	3	1	1	1,5	
> Rehearsal assistance, chosen variation / étude / project	2	2	3	2	2	3				
> Production / management				2	2	3				
	<b>Module 2 Process 1</b>			<b>Module 4 Process 2</b>			<b>Module 6 Process 3</b>			
<b>Modules Process</b>	<b>7,5</b>	<b>10,5</b>	<b>13,5</b>	<b>6,5</b>	<b>11,5</b>	<b>13,5</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>30</b>
> Methodology/didactics Improvisation	1	1	1,5	1	1	1,5				
> Music theory / rhythm	2	2	3	1	1	1,5				
> Composition/ choreographic process	1	1	1,5	1	1	1,5	1	3	3	

> Laban Movement Analysis	1,5	2,5	3	1,5	2,5	3				
> Dance theory / art theory / dramaturgy / video analysis	2	4	4,5	2	6	6				
	<b>Module 7 D. M. 1</b>			<b>Module 8 D. M. 2</b>						
<i>Modules Dance medicine</i>	1,5	2,5	3	1,5	2,5	3				6
> Dance medicine	1,5	2,5	3	1,5	2,5	3				
							<b>Module 9 Specialisation</b>			
<i>Compulsory Elective Internship / Specialisation</i>							4	4	6	6
> Project specialisation with major							4	4	6	
							<b>Module 10 - Master's Thesis</b>			
<i>Module Master's Thesis</i>							5	27	24	24
> Teaching assistance, chosen specialisation Ballet Master / Professional Training / Community Dance							4	4	6	
> Master's Thesis							1	23	18	
	21	31	39	21	31	39	15	41	42	120

## Appendix 2: Description of Modules

<b>Module 1</b>	<b>Communication 1</b>
<p><u>Module content and competence objectives</u></p> <p>Based upon a high standard of dance technique, the students become aware of the fundamental principles of Ballet and Contemporary / Modern Dance. This process is supported by an intensive exploration of traditional and contemporary repertoire.</p> <p>The students acquire methodological and didactic knowledge of contemporary dance pedagogy. This includes the application of aspects from physical and dance medicine as well as a nuanced handling of music and the voice.</p> <p>The students engage in various teaching methods and strategies for teaching and learning situations and acquire the necessary qualifications for the methodological and didactic preparation of teaching content.</p> <p>Theoretical research concerns general pedagogical and educational principles as well as embedded activities within a social context that relate to pedagogical dance activities.</p> <p>The students observe teaching and learning situations and apply their knowledge practically in various contexts.</p> <p>In the process, they train their pedagogical, analytical, descriptive and rhetorical knowledge and know-how as well as their ability to think and act in an interdisciplinary manner.</p>	
<p><b>Methodology Ballet (Compulsory)</b></p> <p>The students acquire knowledge about the methodological and didactic principles of Ballet. They reinforce their knowledge of its terminology.</p> <p>In the process, they examine the pedagogical concepts and teaching contents for training an external group, which are comparable to the pedagogical concepts and teaching content for the Orientation Classes at the Palucca University.</p> <p>The students analyse the classes in regard to different content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance is the critical look at teaching and learning situations and the search for an individual approach to dance pedagogy in the field of Ballet.</p> <p>The students practice the setting of methodological points of focus while developing training units. They acquire theoretical knowledge as well as physical and procedural knowledge.</p>	
<p><b>Methodology Dance/Technique/Improvisation (TTI) / Creative Dance (Compulsory)</b></p> <p>The students work on the methodological and didactic principles of the subjects Dance/Technique/Improvisation (TTI) or an equivalent subject at the Palucca University and reinforce their knowledge of terminology.</p> <p>They analyse classes in regard to different content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance is a critical look at teaching and learning situations and the search for individual, creative approaches to dance pedagogy in the field of Dance/Technique/Improvisation (TTI) or of an equivalent subject.</p>	



The students practice the setting of methodological priorities while developing training units. They acquire theoretical skills as well as physical and procedural knowledge.

### **Specialisation Ballet Master and Professional Training**

#### **Methodology Ballet (Elective)**

The students acquire knowledge about the methodological and didactic principles of Ballet. They reinforce their knowledge of its terminology.

In the process, they examine the pedagogical concepts and teaching contents for training an external group, which are comparable to the pedagogical concepts and teaching content for the BA Dance Programme at the Palucca University.

The students analyse classes in regard to different teaching content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance is the critical look at teaching and learning situations and the search for individual approaches to dance pedagogy in the field of Ballet.

The students practice the setting of methodological priorities while developing training units.

They acquire theoretical skills as well as physical and procedural knowledge.

#### **Methodology Contemporary / Modern Dance (Elective)**

The students acquire knowledge about the methodological and didactic principles of Contemporary / Modern Dance and reinforce their knowledge of terminology.

In the process, they examine the pedagogical concepts and teaching contents for training an external group, which are comparable to the pedagogical concepts and teaching content of the BA Dance Programme at the Palucca University.

They analyse classes in regard to different teaching content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance is the critical look at teaching and learning situations and the search for individual creative approaches to dance pedagogy in the field of Contemporary / Modern dance.

The students practice the setting of methodological priorities while developing training units.

They acquire theoretical skills as well as physical and procedural knowledge.

### **Specialisation Community Dance**

#### **Methodology Dance Principles**

The focus of the class is dance pedagogical work with children on the basis of folkloric, classical and/or modern movement material. The students learn how to develop dance classes with different grades of difficulty for children. Among others, this applies to the complexity of movement material (memorization, coordination), awareness of space and duration of the sequences of movement (endurance).

The students acquire physical and procedural knowledge as well as theoretical knowledge.

#### **Methodology Jazz Dance**

The students acquire knowledge about the basic methodology of jazz dance. In the process, they particularly address the characteristics of specific target groups.

They train their conceptual and linguistic abilities.

### **Dance and Music**

In this course, students learn about the basics of the interplay of music and dance in order to be able to use them effectively in later professional life as two inter-related art forms.

Correct handling of rhythm, phrasing, time signature, tempo, dynamics is deepened in practical examples, and a secure musical sense of style is trained in order to be able to give clear, comprehensible information to répétiteur and other musicians.

Furthermore, general considerations and principles of the functional and aesthetic interaction of dance and music are elaborated (by means of choreography examples/analyses, practical exercises, etc.).

Hearing and recognizing musical structures will be analysed by means of practical examples from different types of trainings.

The objective is to provide a basic structure for an effective communication between dance teacher and répétiteur in order to guarantee an optimally functioning training at the student's intended methodological level.

### **Pedagogy / Educational Science / Psychology**

As an introduction to the course, the students focus on the basics of contemporary pedagogical and educational sciences. This includes terminology or concepts such as education, upbringing, dialogic learning, autonomy, self-competence, empowerment and creativity.

School models (regular or alternative schools) and teaching methods form another focus of the course. These include teacher-centred teaching, project work, learning through teaching, individual work, simulative approaches, evolving discussions with the teacher, discussion and team teaching.

The students acquire factual knowledge and reflect the integration of this knowledge in the dance pedagogical practice.

Aspects of the learning and teaching process from a dance, dance-pedagogical and dance-science perspective are examined both theoretically and practically.

In the second phase, the students take a deeper look at selected concepts of contemporary pedagogy and educational science, such as motivation for learning and performance, pedagogical interaction, pedagogical authority, media competence, and also the systematic design of courses and learning environments. These are in reference to their specialisation and the target groups which they encounter during their teaching assistance and rehearsal assistance.

The students deepen their factual knowledge and reflect the integration of this knowledge in the dance pedagogical practice.

### **Teaching Assistance (according to the choice of specialisation and major)**

As a rule, the students observe classes of an external group that is equivalent to a study group at the Palucca University (compulsory internship). They reflect the dance pedagogic activities in regard to learning content and teaching methods. This is achieved, among others, through a creative documentation of their observations. Special attention is given to the logical sequence and combination of the elements, the introduction of new elements, possibilities for increasing the learning

challenges, the relationship of group trainings and individual corrections and also the handling of music. The students recognize the age-relevant particularities of their students (e.g. prior knowledge, endurance, learning strategies) and are mindful of the students' motivation.

They improve their perceptive and analytical abilities.

Teachers may involve the students in their teaching activities.

### **Teaching Practice Ballet Master (Elective)**

The students teach according to the choice of their major in Ballet or Contemporary / Modern Dance. The course objective is to integrate theoretical and practical knowledge and satisfy the demands for a continual improvement to the learners' performance levels. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who provides them with advice and feedback. The students draw up concepts for the development of a teaching unit or for reflections on their teaching. In doing so, they develop their own individual notation system as required for a personal data base for their teaching.

The organization of the classes is the responsibility of the students. They are supported by the university in an advisory capacity. Each student must submit a teaching practice video twice per semester. The university evaluates the teaching practice video together with the student.

Students develop their conceptual skills and gain important pedagogical experience.

### **Teaching Practice Professional Education (Elective)**

The students teach according to the choice of their major in Ballet or Contemporary / Modern Dance. The course objective is to integrate theoretical and practical knowledge and satisfy the demands for a continual improvement to the learners' performance levels. This may include creating special études and choreographies.

Students may request to be accompanied by a mentor, who provides advice and feedback. The students draw up concepts for the development of a teaching unit or for reflections on their teaching. In doing so, they develop their own individual notation system as required for a personal data base for their teaching.

The organization of the classes is the responsibility of the students. They are supported by the university in an advisory capacity. Each student must submit a teaching practice video twice per semester. The university evaluates the teaching practice video together with the student.

Students develop their conceptual skills and gain important pedagogical experience.

### **Teaching Practice Community Dance (Elective)**

The students instruct according to the choice of their major in Ballet or Contemporary / Modern Dance or jazz dance or creative children's dance. The course objective is to integrate theoretical and practical knowledge and satisfy the demands for a continual improvement to the learners' performance levels. This may include creating special études and choreographies.

Students may request to be accompanied by a mentor, who provides advice and feedback. The students draw up concepts for the development of a teaching unit or for reflections on their teaching. In doing so, they develop their own individual notation system as required for a personal data bank for their teaching.

The organization of the classes is the responsibility of the students. They are supported by the university in an advisory capacity. Each student must submit a teaching practice video twice per semester. The university evaluates the teaching practice video together with the student.

Students develop their conceptual skills and gain important pedagogical experience.

### **Rehearsal Assistance / Variation / Étude / Project**

The students observe a choreographer or a rehearsal director during rehearsals either within or outside of the University. They acquire knowledge about choreography while taking into account aesthetic and cultural-historical dimensions. The students analyse the choreographer's or rehearsal director's pedagogical activities. Special attention is given to the introduction of new elements, motivation and correction.

Students will be involved in the rehearsal process.

They acquire knowledge about style and composition and improve their organizational and pedagogical skills.

Credits	22,5 ECTS
Workload	Private-study: 405 h Classroom attendance: 270 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher
Applicability of the module	A part of the Master's exam and part of the Master's grade with 5%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the first year of study
Duration of the module	1 year

### **Module 2 Process 1**

#### Module's content and competence objective

This module focuses on the correlation between compositional, choreographic and improvisational processes as well as analytical-reflective approaches to dance and dance pedagogy.

In various compositional and improvisational processes, the students expand their own body awareness and organisation of movements while cultivating courage, fantasy, self-confidence as well as responsibility in relationship to others. Exploration into principles of the Laban Movement

Analysis as well as the theoretical and practical aspects of music serve as important tools during this process.

The result is an in-depth knowledge of dance theory, art theory and dramaturgy as related to the various fields of dance pedagogy.

In the process, the students acquire technical dance skills, performance skills and social skills.

### **Methodology/Didactic Improvisation**

Exploring various dance études, the students become familiar with different contemporary improvisational forms and systems. They analyse improvisational tasks and learn how to formulate them.

Of particular significance are the independent research of movement and the processes in which the students must react spontaneously and creatively. They move beyond the learned techniques and learn to reflect on and deliberately use stereotypical and individually preferred movements.

An intensive self-awareness forms the basis of their sense of movement. Other sources for inspiration are music, text, visual arts, film and photography as well as a variety of spatial situations, also outside of the dance studio (site specific work).

The students acquire knowledge of their bodies and how to use them.

### **Music Theory / Rhythm**

The students acquire knowledge about the fundamentals of music theory and learn to correlate dance sequences to musical elements such as rhythm, meter, melody and harmony.

They train their hearing and become familiar with the rhythmic characteristics of dances within the international dance repertoire. The students train their rhythmical, simple compositional and audative skills. Furthermore, they deal with the development of the laws of musical composition within their historical context.

The students acquire knowledge and skills in music theory and practice.

### **Composition / Choreographic Process**

Composition concerns itself with the content, concepts and motivation of descriptive movement. The students acquire compositional tools and excerpts from the classical, neo-classical and contemporary dance repertoire. This method permits them to explore a variety of artistic concepts and styles of movement.

The priorities are that the students adopt the materials and then form them into individual entities. One important step here is the independent examination of choreographic sequences by means of media.

The tasks will be selected respective to the number of participants and their prior knowledge.

The students explore personal spaces in which they can make creative and sovereign decisions. In doing so, individual positions become apparent.

They acquire practical skills and theoretical knowledge.

### **Laban Movement Analysis**

Through the Laban Movement Analysis, the students develop their ability to observe and comprehend movement in detail. They see movement as it relates to the function of dance and develop an awareness for body language.

The Laban Movement Analysis involves theoretical aspects and various practical applications. These include improvisational and creative tasks.

The students expand their perceptive, analytical and conceptual skills.

### **Dance and Art Theory / Dramaturgy / Video Analysis**

The students are given an overview of selected dance-theoretical approaches and categories. They explore the current trends in the development of dance, theatre, performance and art. They examine fundamental dramaturgy models from the fields of theatre and dance and analyse selected examples out of the history of dance with the aim of acquiring the required skills needed for developing one's own choreographic structures and processes.

In the process, they enhance their knowledge of works, artistic processes, and also their perceptive, analytical and conceptual skills.

Credits	13,5 ECTS
Workload	Private-study: 258,75 h Classroom attendance: 146,25 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher
Applicability of the module	A part of the Master's exam and part of the Master's grade with 5%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the first year of study
Duration of the module	1 year

### **Module 3      Communication 2**

#### Module's content and intended objective

This module focuses on broadening the students' methodological knowledge. This is accomplished with in-depth practical and theoretical examinations of dance traditions (dance techniques, repertoire) and also contemporary teaching and learning situations.

An important objective of this module is to empower the students to explore and conceive of new teaching forms.

The students look at various teaching methods and strategies for teaching or learning situations and improve their skills at preparing teaching materials methodically and didactically.

This includes a more in-depth theoretical look at specific pedagogical and educational principles as well as embedded activities within a social context that relate to pedagogical dance activities.

In the process, the students improve their analytical, descriptive and rhetorical knowledge and skills.

**Methodology Ballet (Elective)**

The students expand their knowledge about the methodological and didactic principles of Ballet.

In addition, the pedagogical concepts and learning contents of the training of an external group are examined, whose pedagogical concepts and learning content are comparable to that of the Young Talents Programme at the Palucca University.

They analyse classes in regard to different content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance are the critical look at teaching and learning situations and the search for individual approaches to dance pedagogy in the field of Ballet.

The students learn how to set methodological priorities when preparing training sessions.

They acquire theoretical skills as well as physical and procedural knowledge.

**Methodology Contemporary / Modern Dance (elective)**

The students expand their knowledge about the methodological and didactic principles of Contemporary / Modern Dance.

In addition, the pedagogical concepts and learning contents of the training of an external group are examined, whose pedagogical concepts and learning content are comparable to that of the Contemporary / Modern Dance subjects in the Young Talents Programme at the Palucca University. They analyse courses with regard to different teaching contents and methods. They learn to prepare teaching strategies for specific learning and teaching situations. Of special importance are the critical look at teaching and learning situations and the search for an individual approach to dance pedagogy in the field of Contemporary / Modern dance.

The students learn how to set methodological priorities when preparing training sessions.

They acquire theoretical skills as well as physical and procedural knowledge.

**Specialisation Ballet Master and Professional Training****Methodology Ballet (Elective)**

The students expand their knowledge about the methodological and didactic principles of Ballet.

In addition, the pedagogical concepts and learning contents of the training of an external group are examined, whose pedagogical concepts and learning content are comparable to that of the BA Dance Programme at the Palucca University.

They analyse classes in regard to different content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance are the critical look at teaching and learning situations and the search for individual approaches to dance pedagogy in the field of Ballet.

The students learn how to set methodological priorities when preparing training sessions.

They acquire theoretical skills as well as physical and procedural knowledge.

**Methodology Contemporary / Modern Dance (Elective)**

The students expand their knowledge about the methodological and didactic principles of Contemporary / Modern Dance.

In addition, the pedagogical concepts and learning contents of the training of an external group are examined, whose pedagogical concepts and learning content are comparable to that of the Contemporary / Modern Dance subjects in the BA Dance Programme at the Palucca University. They analyse courses with regard to different learning contents and teaching methods. They learn to prepare teaching strategies for specific learning and teaching situations. Of special importance are the critical look at teaching and learning situations and the search for individual approaches to dance pedagogy in the field of Contemporary / Modern Dance.

The students learn how to set methodological priorities when preparing training sessions.

They acquire theoretical skills as well as physical and procedural knowledge.

### **Specialisation Community Dance**

#### **Methodology Children's Dance**

In this course the students expand their knowledge in children's dance. They develop dance lessons for children at different levels of difficulty, among others with respect to the complexity of the movement materials (memorization, coordination) and the length of the sequence of movements (stamina). Folklore, classical and modern dance serve as the starting point.

The students acquire physical and procedural knowledge as well as theoretical knowledge.

The students develop independent separate training approaches or training sequences in which the children's creative possibilities can be explored more consciously.

They develop a choreography for children or some other Community Dance target group.

The students expand their methodological, communicative and compositional capabilities and skills.

#### **Methodology Jazz Dance**

The students expand their knowledge of methodology of jazz dance. In the process, they particularly examine the peculiarities of specific target groups.

They train their conceptual and verbal linguistic abilities.

#### **Dance and Music**

In this course, students learn about the basics of the interplay of music and dance in order to be able to use them effectively in later professional life as two inter-related art forms.

Correct handling of rhythm, phrasing, time signature, tempo, dynamics is deepened in practical examples, and a secure musical sense of style is trained in order to be able to give clear, comprehensible information to répétiteur and other musicians.

Furthermore, general considerations and principles of the functional and aesthetic interaction of dance and music are elaborated (by means of choreography examples/analyses, practical exercises, etc.).

Hearing and recognizing musical structures will be analysed by means of practical examples from different types of trainings.



The objective is to provide a basic structure for an effective communication between dance teacher and répétiteur in order to guarantee an optimally functioning training at the student's intended methodological level.

### **Pedagogy / Educational Science / Psychology**

In this course, the students look at some selected themes from the area of general psychology, including perception, thinking and intelligence, intuition, emotion, playing, motivations, learning and creativity. Further subject areas are personality theory, critical life events, self-perception and group dynamics. Moreover, they are introduced to the fundamentals of developmental psychology. This includes aspects such as individuality and personality, principles of development, theories of development and also life-stages (infancy, childhood, adolescence, adulthood) as constructions.

The students reflect on how this knowledge can be applied in dance pedagogical practice.

They acquire factual knowledge and improve their social competences.

### **Production / Management**

In this course, the students prepare themselves for the legal and organizational requirements related to their activities as dance teacher or ballet master. They look at the principles governing the cultural policy in Germany, selected aspects of culture and contract law as well as the basic legal and contractual requirements for being occupied as an employee or freelancer.

The students learn the fundamental technical aspects of a production such as stage, sound, lighting and costumes.

They acquire factual knowledge that will facilitate their orientation within the professional practice.

### **Teaching Assistance (according to the choice of specialisation and major)**

As a rule, the students observe classes of an external group equivalent to a group studying at the Palucca University (mandatory internship).

They reflect on the dance pedagogic activities in regard to their learning content and teaching methods. In addition, a creative documentation of their observations, among others, supports this. Special attention is given to the logical sequence and combination of the elements, the introduction of new elements, possibilities for increasing the learning challenges, the relationship of group trainings and individual corrections and also the handling of music. The students recognize the age specific characteristics of their pupils, and pay attention to their motivation as well as that of the teachers.

They sharpen their perceptive and analytical skills.

Teachers may involve the students in their teaching activities.

### **Teaching Practice Ballet Master (Elective)**

The students shall instruct according to the choice of their major in Ballet or Contemporary / Modern Dance. The objective is to integrate theoretical and practical knowledge and satisfy the learners' demand for a gradual improvement of the performance level. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who will provide advice and feedback. The students will draw up concepts for the development of a teaching unit or for reflecting on their

teaching. In doing so, they develop their own individual notation system as prerequisite for a personal data base for their teaching activities.

The students are responsible for organizing their lesson. While doing so, the University will provide them with support.

The students improve their conceptual and also their pedagogical skills.

#### **Teaching Practice Professional Education (Elective)**

The students shall instruct according to the choice of their major in Ballet or Contemporary / Modern Dance. The objective is to integrate theoretical and practical knowledge and satisfy the learners' demand for a gradual improvement of the performance level. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who will provide advice and feedback. The students will draw up concepts for the development of a teaching unit or for reflecting on their teaching. In doing so, they develop their own individual notation system as prerequisite for a personal data base for their teaching activities.

The students are responsible for organizing their teaching. While doing so, the University will provide them with support.

The students improve their conceptual and also their pedagogical skills.

#### **Teaching Practice Community Dance (Elective)**

The students shall instruct according to the choice of their major in Ballet or Contemporary / Modern Dance or jazz dance or creative children's dance. The objective is to integrate theoretical and practical knowledge and satisfy the learners' demand for a gradual improvement of the performance level. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who will provide advice and feedback. The students will draw up concepts for the development of a teaching unit or for reflecting on their teaching. In doing so, they develop their own individual notation system as a prerequisite for a personal data base for their teaching activities.

The students are responsible for organizing their teaching. While doing so, the University will provide them with support.

The students improve their conceptual and also their pedagogical skills.

#### **Rehearsal Assistance / Variation / Étude / Project**

The students observe a choreographer or a rehearsal director either outside of or within the University during rehearsals. They acquire knowledge about choreography under consideration of its aesthetic and cultural-historical dimension. The students analyse the choreographer's or the rehearsal director's pedagogical activities. Special attention will be given to the introduction of new elements, motivation and correction.

Students shall be involved in the rehearsal process.

They acquire knowledge about style and composition and improve their organizational and pedagogical skills.

Credits

22,5 ECTS

Workload	Private-study: 382,5 h Classroom attendance: 292,5 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher, passing of module 1
Applicability of the module	A part of the Master's exam and part of the Master's grade with 10%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the second year of study
Duration of the module	1 year

#### **Module 4    Process 2**

##### Content and intended qualification objectives of this module

This module serves to improve the student's improvisational and compositional competences as well as to consolidate their knowledge of dance and music theory in dance pedagogical and choreographic activities.

The students expand their knowledge of compositional and improvisational means and strategies, which are tried out in a variety of choreographic contexts.

They expand their tools to describe and analyse dance on the basis of Laban Movement Analysis.

A deeper look at music, concerns especially the harmonic, melodic, rhythmic and dynamic dimensions - from a theoretical and practical point of view.

The students expand their knowledge of dance and music theory and apply this in practice.

##### **Methodology/Didactic Improvisation**

Exploring dance études, the students deepen their knowledge of contemporary forms and systems of improvisation. They analyse improvisational tasks and learn how to formulate them.

Of particular significance are the independent research into movement and processes in which the students must react spontaneously and creatively. They move beyond the learned techniques and learn to reflect on and consciously use stereotypical movements and individually preferred movements.

They implement improvisational techniques as dance pedagogical and choreographic tools.

The students acquire physical and procedural knowledge.

##### **Music Theory / Rhythm**

The objective of this course is to provide confidence in the use of single-voice melodies and elementary rhythms for practical work in dance.

The students acquire knowledge about music theory and test themselves while teaching elementary rhythms. Furthermore, the students deal with various stylistic questions when listening to music. They become acquainted with different works within the musical heritage of the past and the present. Thus, they acquire important prerequisites necessary for the effective use of music in dance-choreography lessons.

The students gain factual knowledge, practical skills and improve their communicative abilities.

### **Composition / Choreographic Process**

The students explore various choreographic means of creativity and forms of composition. For example, these include opportunities for variations, contrasts, transitions and deconstruction. The students look at strategies to develop their own vocabulary of movement. They learn to create choreographies for small and large groups and go more in-depth into dramaturgy and thematically stringent constructions. In their movement studies, particular emphasis is put on phasing and intrinsic musicality of the materials.

The course enables the students to concentrate on making references, structures, contents and ideas visible and come to life. They discover personal scopes within which they are able to make creative and confident decisions. They improve their ability to critically assess their own compositional works and the works of others.

The objective is to make clear decisions based on one's own intentions and ideas, choreographic tools and intuition.

The students expand their practical skills and their theoretical knowledge.

### **Laban Movement Analysis**

Through the Laban Movement Analysis, the students develop their ability to observe and comprehend movement in detail. They see movement as it relates to the function of dance and develop an awareness for body language.

The Laban Movement Analysis involves theoretical aspects and various practical applications. These include improvisational and creative tasks.

The students deepen their theoretical knowledge and practical skills.

### **Dance and Art Theory / Dramaturgy / Video Analysis**

The students improve their knowledge and mastery of means and methods for developing a piece or a process. Among others, this includes an in-depth examination of motives, themes and ideas as well as opportunities for their scenic application. They become familiar with the principles of lyric and music theatre, film, literature, music video and advertising, and principles of design in the visual arts and architecture as well.

They deepen their theoretical knowledge as well as their analytical and conceptual skills.

Credits	13,5 ECTS
Workload	Private-study: 146,25 h Classroom attendance: 258,75 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher, passing of module 2

Applicability of the module	A part of the Master's exam and part of the Master's grade with 10%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the second year of study
Duration of the module	1 year

<b>Module 5      Communication 3</b>
<u>Content and intended qualification objectives of this module</u> <p>This module focuses on the development of a teaching concept related to the chosen specialisation and major.</p> <p>The students deepen their knowledge about pedagogical approaches in contemporary dance.</p> <p>They use their pedagogical, educational and psychological competences to assess courses taught by other dance teachers and also to reflect critically on their own dance pedagogical activities.</p> <p>They improve their pedagogical, social and organizational skills and their skills in communicating.</p>
<b>Specialisation Ballet Master</b>
<b>Methodology Ballet (Elective)</b> <p>The students expand their knowledge about the methodological and didactic principles of Ballet and consolidate their knowledge of the terminology of Ballet.</p> <p>They analyse classes in regard to different teaching content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance are the critical look at teaching and learning situations and the search for individual approaches to dance pedagogy in the field of Ballet.</p> <p>Various ballet master strategies and tools will be communicated in block seminars as well as illustrated and tried out.</p> <p>The students learn how to set methodological points of focus when developing training units and develop personal strategies for their future careers as ballet masters.</p> <p>They acquire theoretical knowledge as well as physical and procedural knowledge.</p>
<b>Methodology Contemporary / Modern Dance (Elective)</b> <p>The students expand their knowledge of the methodological and didactic principles of Contemporary / Modern Dance and consolidate their knowledge of its terminology.</p> <p>They analyse classes in regard to different content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance are the critical look at teaching and learning situations and the search for individual creative approaches to dance pedagogy in the field of Contemporary / Modern Dance.</p>

Various ballet master strategies and tools are taught in block seminars as well as illustrated and tried out.

The students learn to set methodological priorities when preparing training sessions and to develop a personal strategy for their future careers as ballet masters.

They acquire theoretical knowledge as well as physical and procedural knowledge.

### **Specialisation Professional Training**

#### **Methodology Ballet (Elective)**

The students expand their knowledge about the methodological and didactic principles of Ballet and consolidate their knowledge of the terminology of Ballet.

In addition, the pedagogical concepts and learning contents of the training of an external group are examined, whose pedagogical concepts and learning content are comparable to that of the BA Dance Programme at the Palucca University.

They analyse classes in regard to different teaching content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance are the critical look at teaching and learning situations and the search for individual approaches to dance pedagogy in the field of Ballet.

The students learn how to set methodological priorities when preparing training sessions.

They acquire theoretical knowledge as well as physical and procedural knowledge.

#### **Methodology Contemporary / Modern Dance (Elective)**

The students expand their knowledge of the methodological and didactic principles of Contemporary / Modern Dance and consolidate their knowledge of its terminology.

They analyse classes in regard to different teaching content and methods while learning how to develop teaching strategies for specific teaching and learning situations. Of special importance are the critical look at teaching and learning situations and the search for individual creative approaches to dance pedagogy in the field of Contemporary / Modern Dance.

The students learn how to set methodological priorities when preparing training sessions.

They acquire theoretical skills as well as physical and procedural knowledge.

### **Specialisation Community Dance**

#### **Methodology Community Dance**

The students prepare themselves for pedagogical work with various target groups and expand their knowledge about target-group appropriate dance. This includes developing awareness for their possibilities of movement and expression and the skill to create movement and encounters for them. Here the emphasis is on everyone's abilities and potentials, not on their shortcomings. They learn how to open up dance possibilities for people with disabilities.

The students create target-group-appropriate curricula for the instruction of the fundamentals of dance technique. The course design should inspire children and adolescents to explore their creative, artistic, and aesthetic skills while enabling them to discover dance as a means of individual expression as well as an art form. This pertains, on the one hand, to an active experiencing of

dance in terms of important movement, sensory, bodily, material, social and environmental experiences. On the other hand, it concerns the awareness of dance works including their cultural-historical contexts.

The students improve their perceptive, analytical, conceptual and pedagogical skills.

### **Methodology Jazz Dance**

The students acquire a more advanced methodology of jazz dance. In the process, they particularly deal with the characteristics of specific target groups.

They train their conceptual and linguistic abilities.

### **Dance and Music**

In this course, students learn about the basics of the interplay of music and dance in order to be able to use them effectively in later professional life as two inter-related art forms.

Correct handling of rhythm, phrasing, time signature, tempo, dynamics is deepened in practical examples, and a secure musical sense of style is trained in order to be able to give clear, comprehensible information to répétiteur and other musicians.

Furthermore, general considerations and principles of the functional and aesthetic interaction of dance and music are elaborated (by means of choreography examples/analyses, practical exercises, etc.).

Hearing and recognizing musical structures will be analysed by means of practical examples from different types of trainings.

The objective is to provide a basic structure for an effective communication between dance teacher and répétiteur in order to guarantee an optimally functioning training at the student's intended methodological level.

### **Teaching Practice Ballet Master (Elective)**

The students instruct according to their choice of major in Ballet or Contemporary / Modern Dance. The objective is to integrate theoretical and practical knowledge and satisfy the learners' demand for a gradual improvement of the performance level. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who will provide advice and feedback. The students draw up concepts for developing a teaching unit or for reflecting on their teaching. In doing so, they develop their own individual notation system as prerequisite for a personal data base for their teaching activities.

The students are responsible for organizing their lessons. While doing so, the University will provide them with support. An internship in a theatre or a company is recommended.

The students improve their conceptual as well as their pedagogical skills.

### **Teaching Practice Professional Training (Elective)**

The students teach according to their choice of major in Ballet or Contemporary / Modern Dance. The objective is to integrate theoretical and practical knowledge and satisfy the learners' demand

for a gradual improvement of the performance level. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who will provide advice and feedback. The students draw up concepts for developing a teaching unit or for reflecting on their teaching. In doing so, they develop their own individual notation system as prerequisite for a personal data base for their teaching activities.

The students are responsible for organizing their lessons. While doing so, the University will provide them with support.

The students improve their conceptual as well as their pedagogical skills.

### **Teaching Practice Community Dance (Elective)**

The students teach according to their choice of major in Ballet or Contemporary / Modern Dance or jazz dance or creative children's dance. The objective is to integrate theoretical and practical knowledge and satisfy the learners' demand for a gradual improvement of the performance level. This may include creating special études or choreographies.

Students may request to be accompanied by a mentor, who will provide advice and feedback. The students draw up concepts for developing a teaching unit or for reflecting on their teaching. In doing so, they develop their own individual notation system as prerequisite for a personal data base for their teaching activities.

The students are responsible for organizing their lessons. While doing so, the University will provide them with support.

The students improve their conceptual as well as their pedagogical skills.

Credits	9 ECTS
Workload	Private-study: 157,5 h Classroom attendance: 112,5 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher, passing of module 1
Applicability of the module	A part of the Master's exam and part of the Master's grade with 20%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the third year of study
Duration of the module	1 year

### **Module 6 Process 3**

#### Contents and competence objectives of this module



In this course the students intensify their research by pursuing their individual interests in regard to artistic-practical or theoretical aspects of choreography more intensely.

The students learn to analyse performative processes and formulate their findings. They expand their repertoire of movement and examine their patterns of movement and movement preferences.

The students acquire criteria for analysing and conceiving choreographic processes. Thus, they raise their artistic sensitivity and acquire the prerequisites for making conscious decisions.

The students learn to position their choreographic work within an artistic context.

The students expand their knowledge of dance and apply this in practice.

### **Composition / Choreographic Process**

The students expand their compositional knowledge and skills.

They examine and experiment with movement sequences with the objective of creating a coherence between form and content, technique and intuition. In addition, they learn individual sequences of movement, solo, pair, and small groups. Of particular importance is the development and transformation of ideas into movements with theatrical impact. A further point of focus is the interaction and integration of music, voice and text.

The students learn how to take up social contexts and developments in their compositions and learn how to defend their points of view both in writing and verbally.

They deepen their theoretical knowledge and practical skills.

Credits	3,0 ECTS
Workload	Private-study: 67,5 h Classroom attendance: 22,5 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher, passing of module 3
Applicability of the module	A part of the Master's exam and part of the Master's grade with 10%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the third year of study
Duration of the module	1 year

### **Module 7 Dance Medicine 1**

#### Content and competence objectives of this module

The focus point of this module is the medical dimension of a healthy dance training under the premises "training in one's own system." The students learn about criteria for preserving the health of dancers and dance teachers.

<p>They sharpen their awareness for the anatomically correct execution of movement by their target group.</p> <p>The students acquire factual knowledge and develop their conceptual and empirical skills.</p>	
<p><b>Dance Medicine</b></p> <p>The students become familiar with the basics of classical anatomy, biomechanics, and dance-associated fitness and training theory, and analyse dance movement sequences from the functional-anatomical point of view. Further points of focus are dance-typical damages of to the musculoskeletal and ligamentous apparatus and their possible treatment options as well as simple measures in the event of injuries.</p> <p>During the conception of training, the students develop an understanding for handling personal dispositions.</p> <p>They acquire theoretical knowledge and apply it practically.</p>	
Credits	3 ECTS
Workload	Private-study: 56,25 h Classroom attendance: 33,75 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher
Applicability of the module	A part of the Master's exam and part of the Master's grade with 5%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the first year of study
Duration of the module	1 year

<p><b>Module 8      Dance Medicine 2</b></p>
<p><u>Content and competence objectives of this module</u></p> <p>The focus point of this module is the medical dimension of a healthy dance training under the premises "training in one's own system." The students learn about criteria for preserving the health of dancers and dance teachers.</p> <p>They sharpen their awareness for the anatomically correct execution of movement by their target group.</p> <p>The students intensify factual knowledge and develop their conceptual and empirical skills.</p>
<p><b>Dance Medicine</b></p> <p>The students expand their knowledge about the basics of classical anatomy, biomechanics, and dance associated fitness and training theory, and analyse dance movement sequences from the</p>

functional-anatomical point of view. Further points of focus are dance-typical damages to the musculoskeletal and ligamentous apparatus and their possible treatment options and also simple measures in the event of injuries.

During the conception of training, the students develop an understanding for handling personal dispositions.

They deepen their theoretical knowledge and apply it practically.

Credits	3 ECTS
Workload	Private-study: 56,25 h Classroom attendance: 33,75 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher
Applicability of the module	A part of the Master's exam and part of the Master's grade with 5%
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the second year of study
Duration of the module	1 year

## **Module 9 Compulsory Elective Internship/Specialisation**

### Content and competence objectives of this module

The development of specific teaching and learning concepts in regard to the student's specialisation and major form the core of this module. They learn how to develop a choreographic work and, as appropriate, to rehearse it with a specific target group.

The develop strategies for creative teaching or learning processes. They improve their ability to reflect during the teaching and learning situation and to make any appropriate corrections.

The students expand their didactic and methodological knowledge and skills.

### **Individual Project (Elective)**

The students conceive, develop and create their own dance pedagogical / choreographic project related to the chosen specialisation and major.

In the process, they broaden their conceptual, organizational and dance pedagogical knowledge and skills.

They acquire conceptual, didactic, communication and organizational skills and abilities.

### **University Project (Elective)**

The students may apply to do a university project which is related to their chosen specialisation major.

In doing so, they broaden their conceptual and dance pedagogical knowledge and skills. They acquire conceptual, didactic, communication and organizational skills and abilities.	
Credits	6 ECTS
Workload	Private-study: 90 h Classroom attendance: 90 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher
Applicability of the module	A part of the Master's exam
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the third year of study
Duration of the module	1 semester

<b>Module 10 Master's Thesis</b>
<i>Teaching Assistant (according to the choice of specialisation and the major)</i>
<p>The students observe classes or training sessions of an external group, equivalent to a group studying at the Palucca University or a group related to the future professional field. Teaching assistance serves as a preparation for the demonstration training in the Master's thesis.</p> <p>They reflect the dance pedagogic activities in regard to their learning content and teaching methods. This is achieved, among others, through creative documentation of their observations. Special attention is given to the logical sequence and combination of elements, the introduction of new elements, possibilities for increasing the learning challenges, the relationship of group trainings and individual corrections as well as the use of music. The students recognize age relevant characteristics of their students (e.g. prior knowledge, endurance, learning strategies) and pay attention to the students' and teacher's motivation.</p> <p>They sharpen their perceptive and analytical skills.</p> <p>Teachers can involve the students in their teaching activities.</p>
<b>MA Thesis</b>
<p>In their Master's thesis, the students demonstrate that they are able to integrate and apply the different forms of theoretical and practical knowledge acquired throughout their studies.</p> <p>The students will be assisted by a mentor.</p> <p>In the course of their Master's thesis, the students create a teaching concept, give a demonstration training with the Board of Examiners and then afterwards complete a short reflection on the lesson.</p>

The duration of the demonstration training shall be no less than 45 minutes and no more than 90 minutes. It comprises 60% of the grading of the Master's thesis.

The teaching concept, which shall include at least 10 but no more than 20 standard pages, comprises 20% of the grading of the Master's thesis.

It includes:

- The description of the starting situation
- The analysis of the target group (age, social and gender structure, dance technique/artistic premises, experience with particular pedagogical working methods etc.)
- The objective and the intent of the teaching unit
- The structure and the content of the teaching unit
- The intended methodological approach (different strategies including "timing" the teaching sequences).
- The intended use of music or a répétiteur
- The working atmosphere

The verbal defence of the demonstration lesson lasts a maximum of 30 minutes. It comprises 15% of the grading of the Master's thesis.

The written reflection, which shall include at least 5 but no more than 10 standard pages, comprises 5% of the grading of the Master's thesis.

It includes a comparison of the teaching concept and the demonstration lesson in regard to:

- structure,
- content,
- methodology (including the created atmosphere, feedback, progress, flexibility when reacting to the learners);

as well as a summary of the demonstration lesson (positive and negative aspects).

Credits	24 ECTS
Workload	Private-study: 607,5 h Classroom attendance: 112,5 h
Prerequisites for participation	Registration in the work-study Master's Degree Programme Dance Teacher, passing of modules 1 to 4 as well as 7 and 8
Applicability of the module	A part of the Master's exam and part of the Master's grade with 30 %
Requirements for being awarded credit points	The module examination is passed if graded to be at least "adequate." The nature and extent of the module examination is regulated in the Examination Plan (see Examination Regulations work-study Master's Degree Programme Dance Teacher, Appendix 1).
Frequency that the module will be offered	In the third year of study
Duration of the module	1 semester