<p>| | |</p>
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>1</td>
<td>The title of the module&lt;br&gt;Contemporary Music (BP1CM)</td>
</tr>
<tr>
<td>2</td>
<td>The Department which will be responsible for management of the module&lt;br&gt;Northern School of Contemporary Dance</td>
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<tr>
<td>3</td>
<td>The Start Date of the Module&lt;br&gt;September 2006 (revised version start date September 2013)</td>
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<tr>
<td>4</td>
<td>The number of students expected to take the module&lt;br&gt;55</td>
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<tr>
<td>5</td>
<td>Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal&lt;br&gt;N/A</td>
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<tr>
<td>6</td>
<td>The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])&lt;br&gt;C</td>
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<td>7</td>
<td>The number of credits and the ECTS value which the module represents&lt;br&gt;5</td>
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<tr>
<td>8</td>
<td>Which term(s) the module is to be taught in (or other teaching pattern)&lt;br&gt;Terms one</td>
</tr>
<tr>
<td>9</td>
<td>Prerequisite and co-requisite modules&lt;br&gt;N/A</td>
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<tr>
<td>10</td>
<td>The programmes of study to which the module contributes&lt;br&gt;BPA (Hons) Contemporary Dance</td>
</tr>
<tr>
<td>11</td>
<td>The intended subject specific learning outcomes</td>
</tr>
<tr>
<td>11.1</td>
<td>identify a range of contemporary music</td>
</tr>
<tr>
<td>11.2</td>
<td>appreciate a range of contemporary music</td>
</tr>
<tr>
<td>11.3</td>
<td>understand the philosophies behind these musical works</td>
</tr>
<tr>
<td>11.4</td>
<td>feel confident in using a wide range of music for choreography</td>
</tr>
<tr>
<td>11.5</td>
<td>identify the pulse and/or time-signature of pieces of music aurally</td>
</tr>
<tr>
<td>11.6</td>
<td>perform a piece of contemporary music</td>
</tr>
<tr>
<td>11.7</td>
<td>demonstrate the ability to use music creatively in dance related activities</td>
</tr>
</tbody>
</table>
11.8 demonstrate an ability to appreciate contemporary music through an enhanced sense of musicality

12 The intended generic learning outcomes

12.1 the ability to exercise initiative and take responsibility within training and learning situations (ref: D1)
12.2 the ability to apply creative thinking and imagination to problem-solve and make effective decisions in complex and/or unpredictable situations (ref: D3)
12.3 the ability to apply reflective and independent thinking in order to understand and evaluate personal learning experiences (ref: D4)
12.4 the ability to sustain concentration and focused engagement with tasks for extended periods (ref: D5)
12.5 the ability to work effectively and productively in groups to negotiate and pursue goals with others in practical contexts (ref: D6)
12.6 the ability to make informed and critical evaluations of own work and that of others (ref: D9)
12.7 the ability to manage personal workloads and meet deadlines (ref: D10)
12.8 the ability to recognise and conform to the accepted boundaries of a professional working environment (ref: D11)

13 A synopsis of the curriculum

In this module a range of contemporary music is introduced and placed within an historical context of important movements and developments. Students experience the recordings of selected works of important composers of contemporary music. Through researching and performing a piece of contemporary music by a major composer, the course raises awareness of aesthetic and philosophical concerns that have led to types of music which may be seen as having little to do with traditional concepts of music. Work undertaken throughout the module helps to develop aural awareness and the perception of pulse.

14 Indicative Reading List

Compulsory reading

Texts

Cage, J. (1978) Silence: Lectures and Writings
London, Marion Boyars.
See specifically: Lecture on Nothing

Cambridge, UK, Cambridge University Press
See specifically: final chapter

Cambridge, UK, Cambridge University Press
See specifically: the chapter on Cage

Cambridge UK, Cambridge University Press

Hanover, USA, Wesleyan University Press
Music Manuscripts


15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

Students attend a programme of lectures, seminars, discussions and group tutorials. In addition students engage in self-directed study, individually and in groups.

Teaching Methods:
Lectures/seminars: 15 hours (10 x 1.5 hours)
This will address learning outcome: 11.1, 11.2, 11.3, 11.5, 11.6, 11.8 12.1, 12.8

Tutorials: 1 hour
This will address learning outcome: 11.3 12.7, 12.8

Independent Study: 34 hours
This will address learning outcome: 11.1, 11.4, 11.5, 11.7, 11.8 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8
Total Study hours: 50 hours

16 Assessment methods and how these relate to testing achievement of the intended learning outcomes

The assessment task will involve the creation of a choreographic study for which musical accompaniment will be researched.

Performance (Group work) Weighting: 100%
Module learning outcomes addressed: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8
Implications for learning resources, including staff, library, IT and space

NSCD employs teaching staff who have attained the highest professional level in their field. This module is also supported by the College’s state of the art facilities which include:

- 7 large dance studios with fully sprung dance floors, pianos and drums for live accompaniment and the latest video and audio technology
- students can access specialist advice and equipment to promote their health and fitness and support their technical development
- a learner resource centre containing virtually all the reference materials students need to support their studies including books, journals, videos, DVDs, cassettes, CDs and internet access through 15 computers

The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

Campus(es) where module will be delivered

Northern School of Contemporary Dance
98 Chapeltown Road
Leeds
LS7 4BH

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the College/Validated Institution (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

Janet Smith
March 2013

Nominated Responsible Officer of Partner College/Validated Institution
Date
JANET SMITH

Print Name
Principal

Post
Northern School of Contemporary Dance

Partner College/Validated Institution