SECTION 1: MODULE SPECIFICATIONS

1. The title of the module
   Critical and Reflective Studies (BP1CR)

2. The Department which will be responsible for management of the module
   Northern School of Contemporary Dance

3. The Start Date of the Module
   September 2006

4. The cohort of students (onwards) to which the module will be applicable
   September 2012

5. The number of students expected to take the module
   55

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
   N/A

7. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
   C

8. The number of credits which the module represents
   20

9. Which term(s) the module is to be taught in (or other teaching pattern)
   Terms One, Two and Three

10. Prerequisite and co-requisite modules
    N/A

11. The programmes of study to which the module contributes
    BPA (Hons) Contemporary Dance

12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
    Upon completion of this module students should be able to:
    1. demonstrate artistic and aesthetic understanding through critical reflection on dance
2. apply critical appraisal of dance performance informed by an understanding of the development of contemporary dance
3. understand some of the key developments in contemporary dance history set against the contexts in which they occurred
4. demonstrate some understanding of your dance practice within an historical and cultural context
5. reflect on your own professional development as dance artists in training
6. demonstrate an understanding of and adhere to academic conventions
7. draw upon a range of skills to support your studies at undergraduate level

These subject specific outcomes relate to the following programme outcomes:
A3 a range of processes by which contemporary dance performance is created, realised and presented
A4 the diversity of beliefs, values and attitudes that inform contemporary dance performance practice
A5 a range of cultural and historical contexts and their relationship to current contemporary dance practice
B1 the ability to apply a knowledge and understanding of contemporary dance practice in order to initiate and carry out an extended piece of work or project
B2 the ability to engage in reflective and independent thinking and to apply critical and analytical skills both verbally and in writing
B4 the ability to make informed critical evaluations of work created and developed for presentation or performance

13 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes
D1 the ability to apply reflective and independent thinking to the articulation of personal and professional experience
D2 the ability to apply critical and analytical thinking, develop a structured argument and adhere to appropriate academic conventions in the presentation of written work
D3 the ability to present and develop ideas, and communicate problems and solutions with clarity and coherence to a variety of audiences
D4 the ability to apply critical and evaluative skills in researching and gathering information and in selecting, synthesising and organising relevant material
D8 the ability to manage personal workloads and meet deadlines
D12 the ability to make informed critical evaluations of own work and the work of others

14 A synopsis of the curriculum
The module provides a context for current contemporary dance practice, through historical, theoretical and practical investigation and exploration. The link between ‘academic’ and studio-based research is made explicit in order to develop a critical and reflective awareness of dance practice. It does so by locating current contemporary dance practice within the history of, primarily, Anglo-American developments in contemporary dance from the second half of the twentieth century.

Students are also asked to reflect on their own experiences as dance artists in training and to relate these to their broadening knowledge and deepening understanding of current contemporary dance practice.
The module aims to develop students’ artistic and aesthetic judgements as well as enhancing their academic writing skills, fluency in oral communication and abilities in research, time management and logical thought. The module also seeks to engender analytical thinking and a questioning approach to dance as an art form. The content and delivery of the module will prepare students for the Ideas in Art module at level two.

15 Indicative Reading List

London, Dance Books

London, Dance Books Ltd.

London, Routledge

Oxford, Oxford University Press

London, Marion Boyars


(second edition), New York, Schirmer Books

Goldberg R. (1988) Performance Art from Futurism to the Present
London, Thames and Hudson

Kostelanetz R (Ed) (1992) Merce Cunningham, Dancing in Space and Time
London, Dance Books Ltd.

New York, Abbeville Press Inc.

London, Kogan Page Ltd

Mulvey, L. (1975) Visual Pleasure and Narrative Cinema
Screen 16/3, pp.6-18

United States, Cambridge University Press

Boston USA, ICA Boston

16 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

The module is delivered by means of lectures, seminars, opportunities for discussion and debate, tutorials and self directed private study.

Teaching methods

Lectures: 37.5 hours (25 x 1.5 hours)
Seminars/discussions 37.5 hours (25 x 1.5 hours)
Tutorials: 5 hours
Directed Study: 20 hours
Independent Study 100 hours
Total study hours 200 hours

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

Assessment Tasks

Reflective writing

Related Learning Outcomes/Transferable Skills:

Programme Learning Outcomes A3, A4, A5, B2
Generic/Transferable Skills D1, D8, D12
Module Learning Outcomes 1, 4, 5, 7

Essay

Related Learning Outcomes/Transferable Skills:

Programme Learning Outcomes A3, A4, A5, B1, B2, B4
Generic/Transferable Skills D1, D2, D3, D4, D8, D12
Module Learning Outcomes 1, 2, 3, 6, 7

18 Implications for learning resources, including staff, library, IT and space

NSCD employs Contextual Studies teachers who have undertaken high level academic study in their field of expertise. This module is also supported by the College’s state of the art facilities which include 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

19. 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.

20. Campus(es) where module will be delivered¹
Northern School of Contemporary Dance
98 Chapeltown Road
Leeds
LS7 4BH

21 Partner College/Validated Institution
Northern School of Contemporary Dance

22. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme

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
..............................................
Nominated Responsible Officer of Partner College/Validated Institution

..............................................
Date

JANET SMITH

¹ Required for information purposes only. Changes of campus will not require re-approval of the module specification.
UNIVERSITY OF KENT

Print Name
Principal

Post
Northern School of Contemporary Dance

Partner College/Validated Institution