1. The title of the module:

Understanding Circus (CA109)

2. The School which will be responsible for management of the module:

Circus Space Degree Programme

3. The Start Date of the Module

This revised version will run from: Autumn Term 2010 (Original Specification: 2005)

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

2010-2012

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

20 - 24

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:

N/A

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

Certificate [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)

Spring and Summer

10. Prerequisite and co-requisite modules:

None

11. The programmes of study to which the module contributes:

Foundation Degree in Circus Arts
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The following outcomes are all specific to the programme outcomes:

The student will learn about:

Circus performance, its history and the influences other performing arts, such as theatre and dance, have had on its development.

The module will also develop an understanding of the historical and contextual aspect of circus, practical knowledge in the terminology used in different disciplines and terms specific to circus practice. Knowledge of the protocols and procedures, which insure the safe practice of circus in both training and performance/ devising situations, will also be provided.

Finally, students will be able to demonstrate that they are developing the ability to gather and treat information.

13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate that they are developing:

The ability to analyse information and present findings in a coherent and structured manner. This will require both work done alone and work undertaken within small groups.

14. **A synopsis of the curriculum**

This introductory module establishes a common understanding of circus-making processes; in addition it promotes an appreciation of the historical context, current practice and potential developments. Through a range of practical exercises, studio-based teaching, study visits and independent learning, students will be introduced to the basic vocabulary, processes and protocols of a range of circus settings and contemporary performance practices. It will also seek to provide a relevant historical context not only in terms of circus but also related art forms such as dance and theatre.

This module will also provide a first opportunity for students to develop a range of interpersonal and study skills, including induction sessions that focus on group work, use of IT, research and writing skills.
15. **Indicative Reading List**

**ESSENTIAL READING**
Huxley M. & Witts N. (eds), *The Twentieth Century Performance Reader*, Routledge, 2002

**SUGGESTED READING**
Bremser, M., *Fifty Contemporary Choreographers*, Routledge

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**

Students will be introduced, through a series of lectures and practical tutor-led sessions, to the history of circus arts, the history of specific circus disciplines and the major influences of other art forms, dance and theatre, on the evolution of the art.

Students will also be required to present a short performance piece on themes pertinent to the module of study and negotiated with the tutor responsible for the delivery of the module. The performance should be 10-15 minutes in length.

Tutor-led seminars will account for 42 hours. Student study hours (performance preparation, research, etc) will account for 28 hours of the module.

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

A minimum attendance rate of 80% is required. Failure to achieve a minimum of 80% in this module will result in a Fail (F-). Assessment is task based:

Assessment of the performance presentation will account for 50% of the module grade.

Assessment of an academic essay will account for the remaining 50% of the module grade.

All elements for assessment must be submitted. Details on late or non-submission can be found in Section 4 of the Student Handbook.
Retrieval:
The student may only retrieve this module by repeating the year in the following academic year, subject to physiotherapist assessment and partial reaudition. In exceptional circumstances (in relation to approved mitigating circumstances), the Module Leader may approve an agreed alternative assessment to complete this module within the same academic year. Retrieved Modules will be capped at the pass mark (D-).
There is one opportunity for retrieval.

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

None

19. The Collaborative Partner (Circus Space) 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 Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.