1. **Title of the module**
   Preparing for Circus – CA102

2. **School or partner institution which will be responsible for management of the module**
   National Centre for Circus Arts

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 4

4. **The number of credits and the ECTS value which the module represents**
   60 credits (30 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, Spring and Summer Terms

6. **Prerequisite and co-requisite modules**
   Specialisation Assessments

7. **The programmes of study to which the module contributes**
   Foundation Degree in Circus Arts

8. **The intended subject specific learning outcomes. On successfully completing the module students will be able to:**

   8.1 Retain and apply kinaesthetic information and demonstrate an understanding of how kinaesthetic learning applies to their own work
   8.2 Understand their own strengths and areas for development in a range of elements of circus training (specifically within juggling for Juggling Strand students)
   8.3 Understand the principles of different movement techniques
   8.4 Demonstrate basic awareness of the communicative potential of the body
   8.5 Approach performance with basic skill and confidence
   8.6 Understand the relationship between technique and generating different modes of performance
   8.7 Demonstrate an awareness of injury prevention and safe training practices
   8.8 Design a warm up/cool down session to be used as preparation for training
   8.9 Understand the fundamental principles of a specific circus discipline
   8.10 Understand the essential safety protocols related to a specific circus discipline
   8.11 Implement a basic training regime to complement their discipline training
   8.12 Understand the importance of independent training and self-led practice to complement tutor led sessions and ensure continued progression
9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:

9.1 Demonstrate understanding of professional conduct in a creative environment
9.2 Work productively with others to achieve common goals
9.3 Respond to feedback and use it to make adjustments to their work
9.4 Demonstrate the levels of engagement required in conservatoire level training in preparation for the profession, including attendance and punctuality
9.5 Maintain concentration and focus for extended periods

10. **A synopsis of the curriculum**

   This holistic module is the backbone of the first year of the Foundation Degree, with the work undertaken in each term preparing students stage by stage for future development on the programme.

   The module provides students with an introduction in the autumn term to the expectations of the programme – the daily physical activity and performance training they will be undertaking throughout – and increases their familiarity with a wider vocabulary of circus disciplines. Students on the Juggling Strand will begin discipline classes during this term – they will not be assessed on aerial/acrobatic work, and instead will be assessed on their discipline work in the same manner as the summer term (see below). The module will also introduce the essential skills involved in performance as well as the principles of movement.

   In preparation for beginning training in a specific circus discipline (as determined during module CA110, Specialisation Assessments), students will also improve their body awareness and begin to develop an autonomous approach to conditioning and stretching, skills which will be required through the degree in order to train in safety. Lectures led by an athletic therapist will complement practical sessions, preparing students for assessment of their understanding during the spring term through means of a warm-up or cool-down session designed and led by the student.

   The introduction to their discipline training, in the summer term of the first year, will provide them with an understanding of the fundamentals of that discipline, including safety protocols and how much training (and rest) is required, and will allow them to begin developing the specific physical requirements needed in order to progress with their discipline during the second year of the Foundation Degree. Alongside this training students will undertake complementary classes in appropriate skills (e.g. handstands, ballet, acrobatics, trampoline, Pilates etc). These will assist the student in progression in their discipline by helping them to develop physically (e.g. core control, alignment, posture, line, timing, dynamics etc.). Students will also have more free time in their schedules and will be expected to start to develop independent training practices. They are assessed on both their technical progress in their discipline during the summer term, and their approach to their discipline training (or professional practice). The latter will take into account their engagement, attendance, management of their training and ability to work independently outside of tutor led classes, skills which are essential to the development of a professional circus artist, and a key for their progression during the second year of the Foundation Degree and application to the BA Top-up programme.

11. **Reading List** (Indicative list, current at time of publication. Reading lists will be published annually)

‘Circus Geeks’ Website and Blog: [http://circusgeeks.co.uk/]()

Students are encouraged to watch as much circus related material as possible. The following YouTube Channels are recommended (amongst others):

FEDEC: [https://www.youtube.com/channel/UCSFlKngz_srmWjK5sFgGW3Q](https://www.youtube.com/channel/UCSFlKngz_srmWjK5sFgGW3Q)

National Centre for Circus Arts: [https://www.youtube.com/user/CircusSpaceLondon](https://www.youtube.com/user/CircusSpaceLondon)

École National de Cirque (Montreal): [https://www.youtube.com/user/CircusMontreal](https://www.youtube.com/user/CircusMontreal)

National Institute of Circus Arts (Australia): [https://www.youtube.com/channel/UCmJx5KVGWdSJshncT8jKiSg](https://www.youtube.com/channel/UCmJx5KVGWdSJshncT8jKiSg)

Circa Contemporary Circus: [https://www.youtube.com/channel/UCQVZF1RJwklfnLOKdRbfwsw](https://www.youtube.com/channel/UCQVZF1RJwklfnLOKdRbfwsw)

Cirque Éloize: [https://www.youtube.com/user/cirqueeloize](https://www.youtube.com/user/cirqueeloize)

The Gandinis: [https://www.youtube.com/user/gandinijuggling](https://www.youtube.com/user/gandinijuggling)

Complicite: [https://www.youtube.com/user/CompliciteCompany](https://www.youtube.com/user/CompliciteCompany)

Pina Bausch: [https://www.youtube.com/channel/UCUpkMMe3b13yvfa_RWHr5CA](https://www.youtube.com/channel/UCUpkMMe3b13yvfa_RWHr5CA)

DV8: [https://www.youtube.com/user/DV8PhysicalTheatre](https://www.youtube.com/user/DV8PhysicalTheatre)

12. **Learning and Teaching methods**

   **Studio based tutor led sessions:** 450 hours approx.

   These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 9.1, 9.2, 9.3, 9.4 and 9.5

   **Lectures:** 10 hours approx.

   These will address learning outcomes 8.1, 8.2, 8.7, 8.8, 8.11, 8.12, 9.4 and 9.5

   **Independent study:** 140 hours approx.

   These will address learning outcomes 8.2, 8.7, 8.8, 8.11, 8.12, 9.3, 9.4 and 9.5

   **Total Study Hours:** 600 hours

13. **Assessment methods.**

   Assessment of the module is split over 3 terms, with students receiving 1 grade for each term. The final module grade is reached through aggregating these 3 grades based on the weightings below.

   **Autumn term assessment: 45% of overall module grade**

   Continuous assessment of aerial/acrobatic work (or juggling): 33.3% (1/3) of grade for term

   This will address learning outcomes 8.1, 8.2, 9.2, 9.3, 9.4 and 9.5

   Continuous assessment of movement work: 33.3% (1/3) of grade for term

   This will address learning outcomes 8.1, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4 and 9.5

   Continuous assessment of performance skills work: 33.3% (1/3) of grade for term

   This will address learning outcomes 8.5, 8.6, 9.1, 9.2, 9.3, 9.4 and 9.5
Spring term assessment: 10% of overall module grade
Assessment of a warm up or cool down session: 100% of grade for term
This will address learning outcomes 8.7, 8.8, 9.2, 9.3 and 9.4

Summer term assessment: 45% of overall module grade
Continuous assessment of technical progress in discipline: 50% of grade for term
This will address learning outcomes 8.1, 8.9, 8.10, 8.11, 8.12, 9.2, 9.3, 9.4 and 9.5
Continuous assessment of professional practice in discipline: 50% of grade for term
This will address learning outcomes 8.7, 8.9, 8.10, 8.11, 8.12, 9.2, 9.3, 9.4 and 9.5

A minimum attendance rate of 80% is required in order for students to receive a pass grade for this module. Attendance is monitored through both morning registration and individual classes, and students must meet the 80% attendance requirement for both.

It is compulsory for students to receive a pass grade for each term. The exception to this would be a situation where a student has received a fail grade based on attendance, but where assessors agree that learning outcomes have still been met.

### 14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 8.12 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-----|-----|-----|-----|
| Learning/teaching method| Hours allocated | |
| Studio based tutor-led sessions | 450 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | 10 | X | X | | | | | | | | | | | | | |
| Independent Study | 140 | | X | X | X | X | | | | | | | | | | |
| Assessment method | | | | | | | | | | | | | | | | | |
| Continuous assessment of acro/aerial work | | | | X | X | | | | | | | | | | | | |
| Continuous assessment of movement work | | | | X | X | X | | | | | | | | | | | |
| Continuous assessment of performance skills work | | | | | | | | | | | | | | | | | |
15. 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 University's/Collaborative Partner's (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:
   National Centre for Circus Arts

17. Partner College/Validated Institution:
   National Centre for Circus Arts

18. University School responsible for the programme:
   School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

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