1. **Title of the module**
   Movement and Composition 2 – CA313

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 6

4. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

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

6. **Prerequisite and co-requisite modules**
   N/A

7. **The programmes of study to which the module contributes**
   BA (Hons) in Circus Arts

8. **The intended subject specific learning outcomes. On successfully completing the module students will be able to:**
   
   8.1 Effectively employ a range of dance compositional skills (such as time, dynamics, relationships and phrasing)
   
   8.2 Understand the range of influences upon an audience’s experience and reading of circus, dance and other movement-based performance forms
   
   8.3 Demonstrate a strong level of creative and interpretive skills
   
   8.4 Respond to a brief whilst maintaining their individual artistic voice
   
   8.5 Devise and structure inventive, internally coherent performance material

9. **The intended generic learning outcomes. On successfully completing the module students will be able to:**
   
   9.1 Demonstrate an effective approach to collaborative work
   
   9.2 Make informed evaluations of the their own work and the work of others
   
   9.3 Engage in creative problem solving and make appropriate decisions within complex and/or unpredictable situations
   
   9.4 Demonstrate an approach to time and workload management consistent with that necessary for a self-employed artist
10. **A synopsis of the curriculum**

   This module advances students' ability to apply principles of choreography and composition to the creation of new work. Students will devise and perform original movement pieces, with particular attention to space and architecture, imagery, performer-audience relationships, and conceptual coherence.

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

   Birch, A. & Tompkins, J. (Eds.), *Performing Site-Specific Theatre: Politics, Place, Practice*, Palgrave Macmillan UK, 2012


12. **Learning and Teaching methods**

   Studio based tutor led sessions and workshops: 30 hours

   These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2 and 9.3

   Independent study: 120 hours

   These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4

   Total Study Hours: 150 hours

13. **Assessment methods.**

   Assessment of the module is split over 2 terms, with students receiving 1 grade for each term. The final module grade is an average of these 2 grades.

   Continuous assessment of movement work and process: 75% of grade for term

   These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4

   Presentation: 25% of grade for term

   These will address learning outcomes 8.1, 8.2, 8.3, 8.4, and 8.5

   A minimum attendance rate of 80% is required in order for students to receive a pass grade for this module.

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

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>9.1</th>
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2

Module Specification Template (September 2015)
## Module Specification

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<th>Learning/teaching method</th>
<th>Hours allocated</th>
<th>X</th>
<th>X</th>
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<td>Independent study</td>
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### Assessment method

| Continuous assessment of movement work and process | X | X | X | X | X | X | X | X | X |
| Presentation                                   | X | X | X | X | X | X | X |

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.
# MODULE SPECIFICATION

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<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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