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1. **Title of the module**
CSB 404 The Choreographer in the Professional Context
 2. **School which will be responsible for management of the module**
CSB
 3. **Start date of the module**
January 2012
 4. **The cohort of students (onwards) to which the module will be applicable**
January 2012
 5. **The number of students expected to take the module**
1-4
 6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
 7. **Level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])**
7
 8. **The number of credits which the module represents**
30

Note: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award

9. **Which term(s) the module is to be taught in (or other teaching pattern)**
Term One, Term Two, Term Three (and Term Four for MAs)
10. **Prerequisite and co-requisite modules**
CSB 401, CSB 402, CSB 403, (CSB 405 for the MA)
11. **The programme(s) of study to which the module contributes**
Postgraduate Diploma in Choreography & MA in Choreography
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

Upon successful completion of this module, students will be able to:

1. Apply advanced practical and conceptual research skills in the creation and modification of choreography work (A3, B1, 2 & D5).
2. Engage critically at the highest level in both practice and through the process of personal reflection and evaluation (A4 & B4).
3. Demonstrate the ability to deal with complex issues and make informed judgements in the context of creating choreography (B2).
4. Effectively use self-reflection to understand own strengths and unique qualities, and successfully use feedback to inform future progress and modify work (C5).
5. Apply reflective and independent thinking in the articulation of professional experience and personal development (D2).

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

Upon successful completion of this module, students will be able to:

1. Demonstrate advanced synthesis of information from a range of sources to inform and progress own learning and current practice (B3).
2. Use a range of communication skills appropriate in different contexts, including IT, new media and technologies. (D1).
3. Manage workloads and deadlines consistent with postgraduate level work (D4).
4. Use research and evaluation to make plan for future development (D5).

(A3, A4, B1, B2, B3, C2, C5, D1, D2, D4 & D5)

14. A synopsis of the curriculum

CSB 404 Term 1, 2, 3 & Term 4 for MA The Choreographer in the Professional Context

The work for this module relates to employment and vocational development in the professional context. The student is encouraged to take full responsibility for their professional development at the highest level. The students define their own developmental needs, in relation to employment, either as an on-going company member, a dancer in transition or intending free-lance artist.

There is the opportunity to engage with issues at the forefront of current practice, including industry requirements, market trends, and the context in which new dance works are commissioned and funded. The work for this module could include interviews with practising choreographers; reports on placements with dance companies or other industry related environments; website development; preparation of grant or funding applications; research into audition processes and contracts for dancers; development of professional / self-representation; running workshops or community project to raise profile of work; establishing and utilising mentor relationships; and preparation for presenting research ideas to directors or artist collaborators / theatre professionals.

This module encourages independence, both in learning and the development of professional competence. Students are expected to set goals, reflect on their progress, and make plans for future development, including responding and reflecting on experiential learning and feedback from a range of sources. The content also encompasses induction to and development of IT skills and new media / technologies for documentation / review of choreographic processes.

Advanced practical and conceptual research skills are applied in relation to considering the role of the choreographer in the dance profession. Typically the student will be required to apply reflective, analytical, and independent thinking in the articulation of professional experience and personal development.

The final assessment for this module will be through the submission of a portfolio in written form of up to 5,000 words or equivalent, in term three for PgDip students and term four for MA students. This can include: evaluative reports on professional placements or interviews with professional practitioners; proposals for choreographic projects including research ideas and evaluations; and documentation of planning discussions with designers, composers, and other theatre professions. Where appropriate the portfolio can include visual images and illustrative materials, DVD/ rehearsal footage materials, and evidence of IT / website development.

15. Indicative Reading List

CSB 404

Bolton, G. (2005) *Reflective Practice*, London, Sage Publications Ltd .

Butterworth, J. (1998) *Dance Makers Portfolio - Conversations with Choreographers*, UK, Bretton Hall.

Carr, W. (2002) *Becoming Critical*, Oxon, Routledge .

Cottrell, S. (2005) *Critical Thinking Skills*, UK, Palgrave MacMillan.

Grody, S. M. (1996) *Conversations with Choreographers*, Portsmouth , Heinemann .

Johns, C. (2004) *Becoming a Reflective Practitioner*, Oxford, Blackwell Publishing.

Jordan, S. (2000) *Preservation Politics*, London, Dance Books Ltd .

Moon, J. A. (2006) *A Handbook of Reflective and Experiential Learning - Theory and Practice*, New York, 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 gain knowledge and understanding through a range of learning and teaching methods including; directed and independent study; lectures; in-depth research; mentor meetings and tutorials; seminar based peer review and discussion; engagement with currently practicing choreographers; and placements with dance companies or other industry related environments. Students are expected to reflect and act upon on their own developmental needs, and demonstrate a commitment to professional development.

Lectures / seminar discussion (10 hours), supervision (5 hours), industry related placement (20 hours), studio practice / collaborative work (30 hours), and independent study (235 hours). Total Study 300 hours

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

Formal assessment through the submission of a portfolio

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

The current provision is sufficient to deliver the module. However the school will continue to monitor and review the requirements for the module in relation to the learning resources, including staff, library, IT and space through the process of annual programme monitoring and the development of the school's Learning Teaching and Assessment Strategy.

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 where module will be delivered¹

Central School of Ballet

If the module is part of a programme in a Partner College or Validated Institution, please complete the following,

21. Partner College/Validated Institution

Central School of Ballet

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

School of the Arts

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

Statement by the Nominated Officer of the College/Validated Institution, "I confirm that the College/Validated Institution has approved the introduction of the module and will be responsible for its resourcing"

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Nominated Responsible Officer of Partner
College/Validated Institution

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Date

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Print Name

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