

SECTION 1: MODULE SPECIFICATIONS

1. Title of the module

CSB 405 Professional Performance Project

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

CSB

3. Start date of the module

January 2012

4. The number of students expected to take the module

1-4

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

6. Level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])

7

7. The number of credits which the module represents

60

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

8. Which term(s) the module is to be taught in (or other teaching pattern)

Term Three & Term Four

9. Prerequisite and co-requisite modules

CSB 401, CSB 402, CSB 403, CSB 404 (CSB 405 for the MA)

10. The programme(s) of study to which the module contributes

Postgraduate Diploma in Choreography & MA in Choreography

11. 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, and make plans for future development. (A3, B1, C2, D5)
2. Apply advanced synthesis of technical expertise, specialised knowledge of ballet, and where relevant contemporary dance, with individuality in the creative process (A1, A5 & B3).
3. Demonstrate knowledge of dance performance practice and professional competencies essential to the discipline (A6, C1 & C4)
4. Demonstrate the ability to deal with complex issues and make informed judgements in the context of creating professional dance work (B2)
5. Communicate sophisticated ideas through the choreographic process (A1 & C3)

12. 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:

6. Apply critical evaluation of performance events and processes, and self-reflection and evaluation of others in planning personal development and modifying creative work (B4, A4 & C5).
7. Deal with complex issues and make informed judgements in the context of creating professional dance work (B2).
8. Demonstrate an understanding and practical application of independent work, leadership and collaborative working (D3).
9. Demonstrate the ability to effectively manage workloads and deadlines consistent with postgraduate level work (D4).

(A1, A3, A4, A5, A6, B1, B2, B3, B4, C1, C2, C3, C4, C5, D3, D4 & D5)

13. A synopsis of the curriculum

Professional Performance Project

This module culminates research, investigation and findings across all aspects of the other modules, and leads to the development and staging of a choreographic work for theatre based performance for the award of the MA. Advanced synthesis of practice, understanding and mastery of choreographic processes are demonstrated through the performance of the work.

Essential professional competencies will include auditioning of dancers, utilising the skill of the dancers, rehearsal direction, modification of work in response to feedback from a range of sources, and collaboration with other artists and theatre professionals.

The ability to effectively manage workloads and deal with complex issues features in this module. Critical analysis and review will be applied to all aspects of the creative process and evaluation of the performance. At this level the student is able to demonstrate the ability to take full responsibility for their professional development in creating a dance work that demonstrates integrity and theatrical cohesion. The dissemination of research findings will be mainly through public performance, with the potential to make a distinctive contribution to the profession.

The assessment of this module is through theatre based performance of the choreography in term four (80%) supported by a written evaluation of the performance including critical analysis and evaluation applied to the modification and development of the work (20%), 5,000 words or equivalent.

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.

14. Indicative Reading List

CSB 403 & 405

Campbell, P. (1996) *Analysing Performance - A Critical Reader*, Manchester, Manchester University Press.

Carlson, M. (2004) *Performance - A Critical Introduction*, London, Routledge.

Counsell, C. (2004) *Performance Analysis*, London, Routledge.

Fraser, N. (2007) *Stage Lighting Design - A Practical Guide*, Marlborough, The Crowood Press.

Lepecki, A. (2006) *Exhausting Dance - Performance and the Politics of Movement*, Oxon, Routledge.

Schon, D. A. (1983) *The Reflective Practitioner - How Professionals Think in Action*, USA , Basic Books, Inc.

Strong, R. (1981) *Designing for the Dancer*, London, Elron Press Ltd.

Teck, K. (1994) *Ear Training for the Body - A Dancer's Guide to Music*, New Jersey , Princeton Book Company.

15. 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 mainly through studio based exploration and workshops; observing the work of professional choreographers / dance practitioners; independent study and in-depth research; mentor meetings; seminar based peer review and discussion; and detailed evaluation through verbal presentation and reflective written submissions. This module includes opportunities for students to reflect on their own unique qualities, and set plans for future development. The learning methods combine independent research and collaborative working with dancers, and other art / theatre professionals. Research methodologies include recording, documenting and reflecting upon processes use in creating and rehearsing the work, and analytical evaluation is a feature throughout. The written submission assesses critical evaluation and self-reflection in planning and modifying creative work (Learning Outcomes B4, A4 & C5), although reasonable adjustments in the presentation format can be made to meet the needs of a diverse range of students, and may include a viva or other illustrative materials where appropriate.

Peer review / discussion (18 hours), supervision / directed study (12 hours), independent study / collaborative work (570). Total Study 600 hours

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

Assessment of theatre based performance (80%) Learning Outcomes 1 - 9 and evaluative reflective written submission (20%) Learning Outcomes 1,4,5,6 &7

17. 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.

18. 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.

19. Campus where module will be delivered¹

Central School of Ballet

20. Partner College/Validated Institution

Central School of Ballet

21. 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 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

.....
Date

.....
Print Name

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