MODULE SPECIFICATION

1. **Title of the module**
   Introduction to Critical Studies (UGCD46)

2. **School or partner institution which will be responsible for management of the module**
   London Contemporary Dance School

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

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)**
   Term 1, 2, & 3

6. **Prerequisite and co-requisite modules**
   Dance Technique and Performance 1, Ballet in Context 1, Fundamental Approaches to Movement, Composition, Improvisation 1, Design for Performance

7. **The programmes of study to which the module contributes**
   BA (Hons) Contemporary Dance

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   
   8.1 demonstrate an awareness of the artistic and cultural context within which contemporary dance is practiced
   8.2 be familiar with a number of critical approaches to the arts and culture
   8.3 demonstrate a range of applied research and communication skills
   8.4 reflectively and critically approach artistic and cultural phenomena
   8.5 critically understand personal creative and cultural contexts
   8.6 be aware of a range of artistic approaches within dance and beyond

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   
   9.1 demonstrate reflexive and independent thinking
   9.2 demonstrate awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge
   9.3 develop ideas or construct arguments, and present them in appropriate ways
   9.4 successfully produce written work with appropriate scholarly conventions

10. **A synopsis of the curriculum**
    This module introduces students to critical approaches to the arts and culture, and to methods of critical reflection. Contemporary dance is thereby understood within this context. The module draws on interdisciplinary thinking, including that from cultural studies, art theory, philosophy, etc. This thinking is developed in light of diverse artistic and cultural phenomena, both from the ‘high art’ tradition and the everyday. The module develops themes such as modernism and postmodernism, and questions surrounding representation and ‘the spatial’.

    The course will begin with an overview of the history of modern and contemporary dance. Students will locate their place in this wider context through tracing their own ‘Genealogy of Dance’.
The primary aim of this module is to enable students to engage with dance as a practice that exists within broader contexts of artistic and cultural production. It will enrich the approaches and methods taken to independent research. The module will support the development of students' critical thinking and their understanding of key concepts regarding contemporary arts and culture.

This module provides a foundation that is built upon in the BA2 ‘Critical Interdisciplinary Studies’ module. It also enables students to reflect on their dance practice and other studies in the school.

The course is taught through lectures and seminars and assessed by way of an Annotated Bibliography in term 1 and through answering a choice of questions related to the content of the course in term 3 (Academic Study Task).

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


12. **Learning and teaching methods**

   Lectures, Seminars, and tutorials: 35 hours (this will address the learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4)

   Independent study: 115 hours (this will address the learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4)

13. **Assessment methods**

13.1 Main assessment methods

   Annotated bibliography (30% of module mark)

   Academic study task, typically consisting of a written response (1500-2000 words) to a choice of question from a set list (70% of module mark)
13.2 Reassessment methods

Reassessment methods will be like for like

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

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<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
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<th>8.5</th>
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<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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<tr>
<td>Lecture-Seminars, and tutorials</td>
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<td>Independent Study</td>
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<td>Academic study task</td>
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15. Inclusive module design

The Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum
b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

London Contemporary Dance School

17. Internationalisation

Curriculum content is informed by theoretical and philosophical concerns from around the world. Dance educators represent global techniques, principles and philosophies.
If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**  
    London Contemporary Dance School

19. **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.

<table>
<thead>
<tr>
<th>Date approved</th>
<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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Module Specification Template (October 2017)