1. **Title of the module**
   Dance Analysis (UGCD504)

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

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

4. **The number of credits and the ECTS value which the module represents**
   10 credits (5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Term 3

6. **Prerequisite and co-requisite modules**
   NA

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 demonstrate:
   8.1 comprehension of a range of appropriate frames for analysing dance texts
   8.2 the ability to identify, select and articulate elements of the choreography of a dance text
   8.3 confident discussion of choreographic material and it's meaning through a variety of critical frames using appropriate language

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to demonstrate:
   9.1 the capacity to analyse and critically examine diverse forms of discourse and their effects on representation in the arts, media and public life
   9.2 reflexive and independent thinking
   9.3 awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge
   9.4 information and communications technology skills

10. **A synopsis of the curriculum**
    Students will be introduced to the basic tools of Dance Analysis from a variety of perspectives. Following this will be the opportunity to engage with applications of critical theory to specific choreographic works in an analytical manner. This could include ideas around feminism and age in Pina Bausch’s work, form in Cunningham, ideas around deconstruction and language in Liz Aggiss'
choreography, intertextuality and gender in relation to Mark Morris's Dido and Aeneas, expressionism and Hofesh Schechter, ideas around camp, gender and masculinity in DV8's Enter Achilles and Lea Anderson's Yippee!!!, society and religion in DV8's Strange Fish.

Students will be expected to demonstrate skills of critical analysis in an essay assignment.

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


12. Learning and Teaching methods

Lectures and seminars 35
Independent study 65

Total 100 hours

13. Assessment methods

Critical Analysis (2000 words)

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

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<th>Module learning outcome</th>
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<tr>
<td>Learning/teaching method</td>
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<td>Private Study</td>
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<td>Assessment method</td>
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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 Collaborative Partner’s disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:
   London Contemporary Dance School

17. Partner College/Validated Institution:
   London Contemporary Dance School

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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<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
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