

MODULE SPECIFICATION

1. Title of the module

BA1PC1 Performance in Context 1

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

Northern School of Contemporary Dance

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

Level 4

4. The number of credits and the ECTS value which the module represents

30 Credits, 15 ECTS

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

Autumn Term & Spring Term

6. Prerequisite and co-requisite modules

N/A

7. The programmes of study to which the module contributes

BA (Hons) Dance (Contemporary)

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 apply appropriate working methods in the creation, rehearsal and performance of a dance piece

8.2 identify, evaluate and apply strategies to support effective group working in the production of a performance piece

8.3 apply creative modes of expression to movement material

8.4 evaluate and interpret information from an appropriate range of sources to support individual practice

8.5 take responsibility for the processing and application of feedback

8.6 use information to present clearly structured and coherent arguments

8.7 apply academic conventions as appropriate

These subject specific outcomes relate to the following programme outcomes: A1, A7, B1, B4 and C3

9. The intended generic learning outcomes

By the end of this module students will have acquired a further range of general abilities and capacities, qualities of mind and transferable skills, in order to:

9.1 work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity

9.2 operate and think reflexively, creatively and technically to develop ideas and construct arguments

9.3 recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

9.4 produce written work with appropriate scholarly and professional registers/conventions

10. A synopsis of the curriculum

In this module students will integrate learning from multiple perspectives, combining theory and practice, to generate an inclusive learning environment in which concepts are explored using a broad range of teaching methods. In the first term and a half of study students will explore work that connects dance techniques, creative practices and practitioners, within a historical/social context. This work culminates in an essay exploring an aspect of dance of their choice.

In the final five weeks of the module students will be introduced to the specific creative and technical demands of a rehearsal and performance process. They will draw on relevant skills and understanding developed through the first part of the module to support their participation in the production of a dance work.

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

Au, S. (2002) Ballet and Modern Dance. London: Dance Books

Carter, A. & O'Shea, J. (Eds.) (2010) The Routledge Dance Studies Reader. London: Routledge, 2nd ed.

Moon, J. (1999) Learning Journals: A Handbook for Academics, Students and Professional Development. London: Kogan Page Ltd

Preston-Dunlop, V. & Sanchez-Colberg, A. (2002) Dance and the Performative: A Choreological Perspective. London: Verve Publishing

12. Learning and Teaching methods

Teaching Methods:

Studio based rehearsals: 125 hours

Independent Study: 107 hours

Practical workshops: 33 hours

Lectures: 33 hours

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Tutorials:	2 hours
Total:	300 hours

This module will focus on making connections between particular techniques and practices, and the approaches of specific choreographers or clusters of choreographers, framing these within a particular social, political and historical context. This approach will enable students to develop a broad range of transferable skills whilst developing understanding of key methodologies and aspects of contemporary dance practice.

The final performance project is delivered intensively over a number of weeks and normally includes extended daily rehearsals to facilitate a high level of creative and physical involvement.

Sessions will be both theoretical and practical, taking the form of studio-based explorations, repertory, lectures, seminars and alternative methods as appropriate. In particular students will be exposed to multiple ideas around performance before moving into a creative, rehearsal and performance period at the end of term 2. In addition to the development of study skills, students will explore:

- a) the place of dance and art in society through time
- b) methods of dance analysis
- c) key performance practices and practitioners

13. Assessment methods.

Item 1: 2000-2500 word essay

Weighting: 40%

Learning outcomes addressed: 8.4, 8.5, 8.6, 8.7, 9.2, 9.4

Item 2: Performance project

Weighting: 60%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3

Students will be individually assessed for their contribution to, and performative engagement with a 5 week creative, rehearsal and public performance period

Students will receive individual verbal and/or written feedback at the end of each assessment period.

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14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2	9.3	9.4
Learning/ teaching method	Hours allocated											
<i>Studio based rehearsals</i>	125	X	X	X	X	X			X	X	X	
Independent Study	107			X	X	X	X	X	X	X		X
<i>workshops</i>	33	X	X	X	X	X			X	X	X	
<i>Lectures</i>	33		X	X	X	X	X	X		X	X	X
<i>Tutorials</i>	2			X	X	X	X			X		X
Assessment method												
<i>Essay</i>	40%				X	X	X	X		X		X
<i>Performance project</i>	60%	X	X	X	X	X			X	X	X	

15. Inclusive module design

Northern School of Contemporary Dance 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

Northern School of Contemporary Dance 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 Northern School of Contemporary Dance’s student support service, and specialist support will be provided where needed.

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

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

Northern School of Contemporary Dance

17. **Internationalisation**

At Northern School of Contemporary Dance, the student population of the undergraduate degree programme come from a range of countries outside of the UK. Countries which traditionally feed our student body cover Western Europe, Eastern Europe, America, China & India.

Throughout the programme students are encouraged to engage in experiences and share historical, cultural and social experiences from their own societies and cultures in open dialogue. This is evident in the very practical dynamic of the student body through to the artistic work in which they collaborate in the studio.

Amongst our staff-base 2 tutors are French, one Czech/Dutch, one Australian and one Finnish. Drawing from their training and professional careers they bring a wealth of different experiences from outside the UK into their studio practice.

Within this module students frame their practice around industrial artistic conventions, drawing influences from many practitioners and many creative paradigms. Learning outcomes and assessment items are intended to be flexible enough for differing influences to be explored as they happen and reflect the cohort population for any particular year. Both of these have an openness for students to be able to interpret and embed a style which encompasses stylistic features from wherever in the world they originate.

Dance history sessions introduce students to key artists and trends throughout time, drawing extensively on the work of artists from Europe, America and beyond. The voice of international students' perspectives on these artists is actively sought in sessions to add another dimension to the learning experience. Similarly the voice of international students' is actively sought within discussion around current debates in the UK which impact directly on the dance sector. For example, it is valuable to hear about international students' perception of funding for the arts in their own countries, or their perception of gender equality in the arts.

The school has an enrichment programme with additional classes and workshops which also feed into the module experience as a result of their world influences and philosophies.

18. **Partner College/Validated Institution**

Northern School of Contemporary Dance

19. **University School responsible for the programme**

School of the 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.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)