

MODULE SPECIFICATION

1. Title of the module

BA1RP1 Research Project 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

15 Credits, 7.5 ECTS

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

Summer 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 examine and investigate dance for site and film

8.2 explore movement in relation to site and film including developing the technical skills to support this

8.3 create a coherent work based around either site-specific working or dance film

8.4 collaborate effectively within autonomous project work

These subject specific outcomes relate to the following programme outcomes: A5, A8 and C4

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 effectively lead, facilitate, participate and problem solve within team working contexts

9.2 understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals

9.3 appropriately select, employ and adapt digital media and information technologies

10. **A synopsis of the curriculum**

In this module students will examine two areas that challenge their understanding of time and space in relation to movement using different modes of representation. For example, site-specific working and dance film. Students will first receive input into both of these areas before selecting one to pursue in more depth. They will then work in small groups to produce a piece of work exploring their chosen area. They will also begin to develop their research skills within a group-working environment.

Through an understanding of simple research methodology, students will adopt a questioning approach to practice, encouraging them to perceive themselves as being able to initiate or influence the way dance is created and framed in performance. The aim of the module is to enable students to develop interest in, and understanding of, research within a creative and performative setting.

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

Boulegue, F. and Hayes, M.C. (eds.) (2015). *Art in motion : current research in screendance*. Newcastle Upon Tyne: Cambridge Scholars.

Hunter, V. (ed.) (2015). *Moving sites: investigating site-specific dance performance*. London: Routledge.

Kloetzel, M. and Pavlik, C. (eds.) (2009). *Site dance : choreographers and the lure of alternative spaces*. Gainesville: University Press of Florida.

McPherson, K. (2006). *Making video dance : a step by step guide to creating dance for the screen*. Abingdon: Routledge.

Rosenberg, D. (ed.) (2016). *The Oxford handbook of screendance studies*. New York: Oxford University Press.

12. Learning and Teaching methods

| | |
|---------------------|-----------|
| Lectures/Workshops: | 36 hours |
| Tutorials: | 1 hour |
| Directed Study: | 36 hours |
| Independent Study: | 77 hours |
| Total: | 150 hours |

Students will first receive introductory delivery into both site-specific working and dance film before selecting one to pursue in more depth. They will then receive more advanced tuition before moving into an independent working period supported by tutorials. Group feedback will be given after the project.

13. Assessment methods.

Item 1: Continuous assessment

Weighting: 25%

Learning Outcomes addressed: 8.1, 8.2, 8.4, 9.1, 9.2 and 9.3

Item 2: Creative performance project using chosen mode of representation

Weighting: 75%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 9.1, 9.2 and 9.3

Students will be assessed within a group project exploring one mode of representation e.g. site specific or screen dance. This is a small group assessment task where each individual will identify their individual role and responsibility within the project. An individualised mark will be arrived at through the assessment of an individual's application of their role plus a collective mark for creativity and performance.

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 | 9.1 | 9.2 | 9.3 |
|---------------------------|-----------------|-----|-----|-----|-----|-----|-----|-----|
| Learning/teaching method | Hours allocated | | | | | | | |
| Independent Study | 77 | X | X | X | X | X | X | X |
| Lectures/workshops | 36 | X | X | | X | X | X | X |
| Directed Study | 36 | X | X | X | X | X | X | X |
| Tutorials | 1 | X | X | X | X | X | X | X |
| Assessment method | | | | | | | | |
| Continuous Assessment | 25% | X | X | | X | X | X | X |
| Group performance project | 75% | 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 are introduced to world leading choreographers in site-generic and site-specific performance work and those who present work through the medium of screen dance/dance for camera. 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 work with the in-house and guest artists to be able to interpret and embed a style which encompasses stylistic features from wherever in the world they originate.

Professional published works as recommended viewing is drawn from an eclectic range of repertoire from across the world to support students understanding of the two genres.

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) |
|---------------|----------------------|---|-----------------|---------------------------------|
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