

## MODULE SPECIFICATION

1. **Title of the module**  
BA2CP3 Creative Practice 3
  
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 5
  
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 critically investigate the social and environmental contexts of art
  - 8.2 effectively contribute to an artistic work exploring sociological/environmental themes
  - 8.3 articulate coherent ideas incorporating planning and research through to realisation and performance
  - 8.4 organise, coordinate and collaborate effectively within autonomous project work

These subject specific outcomes relate to the following programme outcomes: A8, B3 and D1

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

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

### 10. A synopsis of the curriculum

This module will look at the role art and dance play in a wider sociological and environmental context. It will encourage students to think externally and beyond academic, institutional and national boundaries.

Students will first receive input into relevant areas such as environmental art, activism and social responsibility in dance as well as how to co-create effectively. They will then work in small groups to research, devise and perform an artwork that responds to a wider sociological or environmental theme.

Students will be supported to work within a variety of contexts, which may include varied performance/presentation modes and choice of performance location and context.

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

Colin, N. and Sachsenmaier, S. (eds.) (2015). *Collaboration in performance practice : premise, workings and failures*. Basingstoke: Palgrave Macmillan.

Klein, G. and Noeth, S. (eds.) (2011). *Emerging bodies : the performance of worldmaking in dance and choreography*. Bielefeld: Transcript. (Critical Dance Studies, Volume 21).

Kester, G.H. (2011). *The one and the many : contemporary collaborative art in a global context*. Durham: Duke University Press.

Laermans, R. (2015). *Moving together : theorizing & making contemporary dance*. Amsterdam: Antennae. (Antennae Series : Arts in Society, 18).

## 12. Learning and Teaching methods

|                    |           |
|--------------------|-----------|
| Lectures:          | 24 hours  |
| Tutorials:         | 2 hour    |
| Directed Study:    | 36 hours  |
| Independent Study: | 88 hours  |
| Total:             | 150 hours |

For the first half of this module students will receive theoretical and practical input into key ideas around socio-environmental themes and how to create effectively as part of a small collective. They will then receive tutorial support during their independent working period leading up to performance. Group feedback will be given following the assessment.

## 13. Assessment methods.

Item 1: Group Performance project

Weighting: 75%

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

Students will work in a small group to create a work that challenges, comments upon, or places itself within the context of a sociological or environmental theme.

Item 2: Continuous assessment

Weighting: 25%

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

As part of this element the group will submit a formal breakdown of the individual contributions provided by each group member. This will include a summary of the distribution of work, alongside a self-evaluation of each member's involvement. This will inform individualisation of marks as appropriate.

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         | 88              | X   | X   | X   | X   | X   | X   | X   |
| Directed Study            | 36              | X   | X   | X   | X   | X   | X   | X   |
| Lectures                  | 24              | X   |     |     |     | X   |     | X   |
| Tutorials                 | 2               | X   | X   | X   | X   | X   | X   | X   |
| Assessment method         |                 |     |     |     |     |     |     |     |
| Group Performance project | 75%             | X   | X   | X   | X   | X   | X   | X   |
| Continuous Assessment     | 25%             | 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 able to contextualise the work of their peers in wider contexts surrounding social and cultural world practices. Different arts genres and influences from other societies enable students to draw influence and value in their own work. Students are able to support this through shared practice and dialogue in relation to arts promotion in their own countries. Students will work collaboratively to create a work that challenges, comments upon, or places itself within the context of a sociological or environmental theme. These are often drawn from global contexts with references to social and cultural elements from other countries. 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.

**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) |
|---------------|----------------------|---|-----------------|---------------------------------|
|               |                      |   |                 |                                 |
|               |                      |   |                 |                                 |