

MODULE SPECIFICATION

1. Title of the module

BA2RP2 Research Project 2

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

30 Credits, 15 ECTS

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

Spring & 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 articulate, research and apply advanced choreographic and improvisatory skills and ideas

8.2 critically explore different modes of performance

8.3 investigate the context of the current landscape of choreography and movement research

8.4 examine and integrate art practices that interrelate dance with movement-based work

8.5 apply research and project management skills in an independent project

8.6 place their work within an artistic context

8.7 work independently in the organisation, planning and articulation of an independent project

These subject specific outcomes relate to the following programme outcomes: A4, A5, C1, C3 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 work effectively under pressure and to deadlines

9.2 understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts

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

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

10. **A synopsis of the curriculum**

This module will look at developing contextual understanding and research skills around choreography and improvisation, as well as placing these movement skills within a wider arts context (e.g. music, film, theatre and the visual arts). This will include practical and theoretical development of skills in composition, choreography and improvisation as well as relating these to established models of movement analysis.

Students will investigate a range of modes of performance as well as developing supporting skills in project management. Students will receive a variety of delivery into these areas, partly through a scaffolded curriculum and partly through disparate sessions that encourage them to synthesise distinct ideas. They will then move into a period of independent research supported by tutorials.

This module will develop further understanding of research methodology and will enable students to apply a more questioning approach to practice. The aim of the module is to enable students to apply an organised and managed understanding of research within a creative, performative and/or contextual setting.

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

Bogart, A. and Landau, T. (2014). *The viewpoints book : a practical guide to viewpoints and composition*. London: Nick Hern Books.

De Spain, K. (2014). *Landscape of the now: a topography of movement improvisation*. Oxford: Oxford University Press.

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

McNiff, S. (ed.) (2013). *Art as research : opportunities and challenges*. Bristol: Intellect.

Zaporah, R. (2014). *Improvisation on the edge : notes from on & off the stage*. Berkeley: North Atlantic.

12. Learning and Teaching methods

Lectures/Workshops:	16 hours
Workshops	64 hours
Tutorials:	2 hour
Directed Study:	76 hours
Independent Study:	142 hours
Total:	300 hours

This module is initially delivered by means of a programme of lectures and workshops on research surrounding choreography, improvisation and other art practices relating to contemporary dance. Sessions will combine practical and theoretical learning to help enable students to interrelate academic and movement-based knowledge.

Students will work independently with appropriate support to choose an area of investigation leading to the submission of a research proposal or abstract. Student will then work with tutorial support to realise their research project. Feedback will be given following both assessment points.

13. Assessment methods.

Item 1: Research proposal or abstract

Weighting: 25%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3 and 9.4

Item 2: Research project

Weighting: 75%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2 and 9.3

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											
Independent Study	142	X	X	X	X	X	X	X	X	X	X	
Lectures	16	X	X	X	X		X			X	X	
Workshops	64	X	X	X	X	X	X	X	X	X	X	
Directed Study	76	X	X	X	X	X	X	X	X	X	X	
Tutorials	2	X	X	X	X	X	X	X	X	X	X	
Assessment method												
Research Proposal	25%	X	X	X	X	X	X		X	X	X	X
Research Project	75%	X	X	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 begin to articulate their practice around industrial artistic conventions, drawing influences from world leading choreographers. This module is outwardly facing in terms of how it draws its influences surrounding the collaborative arts and where different art forms draw their inspirations. 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.

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)