

MODULE SPECIFICATION

1. Title of the module

BA3PC3 Performance in Context 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 6

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

15 Credits, 15 ECTS

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

Autumn 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 employ and integrate appropriate working methods, performance skills, and research paradigms into the creation, rehearsal and performance of dance material

8.2 consolidate and refine creative modes of expression with the performance of personally devised movement material

8.3 manage learning and take responsibility for fully realizing the performance possibilities in a piece of work

8.4 allow for and integrate unexpected events and circumstances in performance, adapting to uncertainty and unfamiliarity in the moment

These subject specific outcomes relate to the following programme outcomes: A1, A3, B1, B2, B4 and C2

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

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 continue to integrate learning from multiple perspectives at level 6, combining the delivery of contemporary and ballet techniques with work that consolidates and extends students' understanding of different modes of performance. Both in-house staff and external guest tutors and companies will feed into the delivery.

This module will focus on the exploration of solo work, supporting students to strengthen their ability to devise, refine and perform challenging solo material, culminating in the assessment of a live solo performance, which could be transferable to a professional context.

Sessions will be both theoretical and practical, taking the form of studio-based explorations, repertory, lectures, seminars and alternative methods as appropriate.

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

Edmunds, B. (dir.) (2016) *turn your f^*king head : Deborah Hay's Solo Performance Commissioning Project*. Abingdon: Routledge.

Ewan, V. and Green, D. (2015) *Actor movement: expression of the physical being*. London: Bloomsbury Methuen Drama. (Performance books).

Gitelman, C. and Palfy, B. (eds.) (2012) *On stage alone : soloists & the modern dance canon*. Gainesville: University Press of Florida.

Ölme, R. (2012) *Functionality Without Form: Relating Technique to Choreography* CLOSE ENCOUNTERS, Filmed at DOCH, University of Dance and Circus in Stockholm

Paxton, S. (2008) *Material for the spine: a movement study*. France: Contredanse

12. Learning and Teaching methods

Teaching Methods:

Practical workshops/classes	18 hours
Tutorials	1 hours
Independent Study	131 hours
Total:	150 hours

There is taught delivery through workshops, tutorials, creative tasks and guided rehearsals, all of which are supported by independent study. Students are given access to studio space outside of timetabled hours to prepare for the assessment.

13. Assessment methods.

Item 1: 2-3 minute solo performance

Weighting: 100%

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

Students will be individually assessed on the process of exploring, creating, rehearsing and performing their own solo material, culminating in a live solo performance

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

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							
<i>Practical workshops/classes</i>	<i>18</i>	X	X	X	X	X	X	X
<i>Tutorials</i>	<i>1</i>	X	X	X	X	X	X	X
Independent Study	<i>131</i>	X	X	X	X	X	X	X
Assessment method								
<i>Solo performance</i>	<i>100%</i>	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 upon feedback from practitioners and their professional practices. 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 respond to feedback for their solo work and to be able to interpret and embed a style which encompasses stylistic features from wherever in the world they originate.

18. Partner College/Validated Institution

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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)