

MODULE SPECIFICATION

1. **Title of the module**

BA3PC4 Performance in Context 4

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**

30 Credits, 15 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 employ and integrate appropriate working methods, performance skills, and research paradigms into the creation, rehearsal and performance of a dance piece

8.2 recognise and respond appropriately to interpersonal factors which support effective group working in a range of contexts

8.3 review and extend creative modes of expression with the performance of personally devised movement material

8.4 critically evaluate and integrate strategies drawn from an appropriate range of sources to support performance practice

8.5 critically evaluate individual personal strengths, the limits of personal knowledge and the influence this has on taking responsibility for the processing and application of information and feedback

8.6 critically evaluate and respond appropriately to the opportunities and challenges of non-conventional dance spaces

8.7 manage learning and take responsibility for fully realising the performance possibilities in a piece of work

These subject specific outcomes relate to the following programme outcomes: A2, A3, A8, B1, B2 and B4

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

10. **A synopsis of the curriculum**

This module will focus on the exploration of site specific working methods, supporting students to strengthen their ability to devise, refine and perform effectively in non-conventional dance spaces. Students will devise and refine movement material with supervision from an in-house or guest director/choreographer, and will take on key roles in all aspects of creating, rehearsing, performing and marketing the work. There will be an emphasis on ensuring students are working towards professional levels of attainment, thus preparing them for their transition into the wider world of dance post-graduation.

Sessions will be predominantly practical, underpinned with theory as necessary, and will culminate in a site-specific group performance.

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

Bannerman, C. (ed.) (2006) *Navigating the unknown, the creative process in contemporary performing arts*. London: Middlesex University Press

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

Huxley, M. & Witts, N. (2002) *The Twentieth Century Performance Reader*. London: Routledge

Tuffnell, M. & Crickmay, C. (2015). *A Widening Field: Journeys in Body and Imagination*. London: Dance Books Ltd.

12. **Learning and Teaching methods**

Teaching Methods:

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Studio-based/site-specific rehearsals	136 hours
Tutorials:	1 hours
Independent Study:	163 hours
Total:	300 hours

There is taught delivery in related workshops supported by independent study and coaching is available to support and guide students.

13. Assessment methods.

Item 1: Rehearsal

Weighting: 50%

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

Students will be individually assessed for their contribution to, and performative engagement with, a site-specific group creative, rehearsal and public performance period.

Item 2: Site-specific group performance project (performance)

Weighting: 50%

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

Students will be individually assessed for their contribution to, and performative engagement with, a site-specific group creative, rehearsal and public performance period.

Students will receive individual verbal feedback at the end of the 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	8.5	8.6	8.7	9.1	9.2	9.3
Learning/teaching method	Hours allocated										
<i>Studio based rehearsals</i>	136	X	X	X	X	X	X	X	X	X	X
<i>Tutorials</i>	1	X	X	X	X	X	X	X	X	X	X
Independent Study	163	X	X	X	X	X	X	X	X	X	X
Assessment method											
<i>Site specific group Performance</i>	100%	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 frame their practice around industrial artistic conventions, drawing influences from world leading choreographers in site-generic and site-specific performance work. 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)