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SECTION 1: MODULE SPECIFICATIONS

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- 1 The title of the module**  
Body and Mind Learning: experiential learning tools for dancers (BP1BM)
- 2 The Department which will be responsible for management of the module**  
Northern School of Contemporary Dance
- 3 The Start Date of the Module**  
September 2006 (revised version start date September 2014)
- 4 The number of students expected to take the module**  
55
- 5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal**  
N/A
- 6 The level of the module (eg Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])**  
Level 4
- 7 The number of credits or ECTS value which the module represents**  
5 credits, 2.5 ECTS
- 8 Which term(s) the module is to be taught in (or other teaching pattern)**  
Terms One, Two and Three
- 9 Prerequisite and co-requisite modules**  
N/A
- 10 The programmes of study to which the module contributes**  
BPA (Hons) Contemporary Dance
- 11 The intended subject specific learning outcomes**

  - 11.1. demonstrate an understanding of key elements pertaining to the health and fitness of a working dancer and a dancer in training
  - 11.2. demonstrate an understanding of anatomical, biomechanical and physiological considerations pertinent to safe dance training and performance
  - 11.3. demonstrate an understanding of the cause, prevention and treatment of common dance injuries
  - 11.4. demonstrate the practical application of a range of theoretical considerations and somatic principles to their own practice as dance artists in training

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## 12 The intended generic learning outcomes

- 12.1 the ability to apply creative thinking and imagination to problem-solve and make effective decisions in complex and/or unpredictable situations (ref: D3)
- 12.2 the ability to apply reflective and independent thinking in order to understand and evaluate personal learning experiences (ref: D4)
- 12.3 the ability to make informed and critical evaluations of own work and that of others (ref: D9)
- 12.4 the ability to manage personal workloads and meet deadlines (ref: D10)
- 12.5 the ability to recognise and conform to the accepted boundaries of a professional working environment (ref: D11)

## 13 A synopsis of the curriculum

This module involves a practical and theoretical study of:

- anatomical and physiological considerations for the dancer - skeletal, muscular, nervous systems and bio-mechanics
- aspects of fitness, health and well-being relevant to a dancer in training including; - posture & alignment, nutrition, warming up and cooling down, relaxation
- safe and efficient working practices

In addition students will be introduced to selected somatic techniques which will enable them to increase the ease and range of their movement, improve their flexibility and co-ordination and help clarify their self image. The module will develop in students a practical and theoretical understanding of the functional use of the body and of fitness and health in relation to their education and training in contemporary dance. The learning is underpinned by a understanding of safe working practices which will further students' ability to maintain their health and fitness.

## 14 Indicative Reading List

### Recommended Reading

Clippinger, K. (2007) *Dance Anatomy and Kinesiology*. Champaign, IL: Human Kinetics.

Franklin, E. (2004) *Conditioning for Dance: Training for Peak Performance in all Dance Forms*. Leeds: Human Kinetics

Franklin, E. (1996) *Dynamic alignment through imagery*. Leeds: Human Kinetics.

Jarmey, C. (2008) *The Concise Book of Muscles*. Chichester: Lotus Publishing 2<sup>nd</sup> ed.

Laws, H. (2005) *Fit to Dance 2*. London: Dance UK.

Mastin, Z. (2009) *Nutrition for the Dancer*. Alton: Dance Books, Ltd.

Walker, B. (2011) *The Anatomy of Stretching: Your Illustrated Guide to Flexibility and Injury Rehabilitation*. Chichester: Lotus.

## 15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

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The module will be delivered through a programme of practical workshops, lectures, seminars and independent study activities. Students will be required to make links between their theoretical and experiential learning and relate these to other areas of their dance training. Students will identify these through the maintenance of a reflective log which will be supported through individual tutorials.

Teaching Methods:

Lectures/seminars/practical sessions: 45 hours

This will address learning outcomes: 11.1, 11.2, 11.3, 11.4  
12.1, 12.2, 12.3, 12.4, 12.5

Private Study Time: 5 hours

This will address learning outcomes: 12.2, 12.4

Total Study hours: 50 hours

### **16 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Assessment Task

Practical Presentation with accompanying reflective documentation Weighting: 100%

Module learning outcomes addressed: 11.1, 11.2, 11.3, 11.4  
12.1, 12.2, 12.3, 12.4, 12.5

17. Implications for learning resources, including staff, library, IT and space  
NSCD employs teaching staff who have attained the highest professional level in their field. This module is also supported by the College's state of the art facilities which include:

- 7 large dance studios with fully sprung dance floors, pianos and drums for live accompaniment and the latest video and audio technology
- students can access specialist advice and equipment to promote their health and fitness and support their technical development
- a learner resource centre containing materials students need to support their studies including books, journals, videos, DVDs, CDs, electronic resources and internet access through 15 computers

18. The Collaborative Partner 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 the Collaborative

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Partner's disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered  
Northern School of Contemporary Dance  
98 Chapeltown Road  
Leeds  
LS7 4BH

20. Partner College/Validated Institution:  
Northern School of Contemporary Dance

21. University School responsible for the programme: School of Arts

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**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

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(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** (*delete as applicable*): "I confirm that the College/Validated Institution (*delete as applicable*) has approved the introduction of the module and will be responsible for its resourcing"

Janet Smith

March 2014

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Nominated Responsible Officer of Partner  
College/Validated Institution

Date

JANET SMITH

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Print Name

Principal

.....

Post

Northern School of Contemporary Dance

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Partner College/Validated Institution