

# MODULE SPECIFICATION

1. **Title of the module**

BP1CC: Choreographic and Creative Studies 1

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 4

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

25 Credits (12.5 ECTS)

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

Terms One, Two and Three

6. **Prerequisite and co-requisite modules**

N/A

7. **The programmes of study to which the module contributes**

BA (Hons) Dance (Contemporary) (previously known as BPA (Hons) in Contemporary Dance)

8. **The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

- 8.1 generate, interpret and develop basic movement material
- 8.2 interpret and explore artistic themes
- 8.3 show an awareness of a variety of approaches to choreography and movement exploration
- 8.4 understand the elements involved in choreography and movement exploration
- 8.5 work within a variety of roles pertinent to choreography and movement exploration
- 8.6 show an awareness of other art practices that interrelate with dance

9. **The intended generic learning outcomes.**

**On successfully completing the module students will be able to:**

- 9.1 apply reflective and independent thinking to the articulation of personal and professional experience
- 9.2 present and develop ideas, and communicate problems and solutions with clarity and coherence to a variety of audiences
- 9.3 apply critical and evaluative skills in researching and gathering information and in selecting, synthesising and organising relevant material
- 9.4 sustain concentration and focused engagement with tasks for extended periods
- 9.5 work effectively and productively in groups to negotiate and pursue goals with others in practical contexts
- 9.6 undertake research, develop ideas and construct arguments and to present them in a variety of ways and forms

- 9.7 manage personal workloads and meet deadlines
- 9.8 recognise and conform to the accepted boundaries of a professional working environment

## 10. A synopsis of the curriculum

In this module students will look at choreography, improvisation, movement research and other art practices relevant to contemporary dance. The main focus will be upon giving students the core skills to develop creative expression, including an introduction to a broad range of movement language and choreographic tools. The majority of sessions will be practical, however this will be supported by theoretical and academic underpinnings.

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

Adshead, J (ed.) (1988). *Dance Analysis, Theory and Practice*. London: Dance Books.

Buckwalter, M. (2011). *Composing while Dancing: An Improviser's Companion*. USA: The University of Wisconsin Press.

De Spain, K. (2014). *Landscape of the Now: A Topography of Movement Improvisation*. Oxford: University Press.

Moon, J. (1999). *Learning Journals: A Handbook for Academics, Students and Professional Development*. London: Kogan Page Ltd

Reeve, J. (2011). *Dance Improvisations*. London: Human Kinetics.

## 12. Learning and Teaching methods

Teaching Methods:

Lectures (1.5 hour x 20 weeks) & Seminars (1 hr x 15 weeks):	45 hours
Workshops (3 hrs x 18 weeks):	55 hours
Tutorials:	5 hours
Directed Study (3.5 hrs x 20 weeks):	70 hours
Independent (private) Study:	80 hours
Total:	250 hours

Teaching and learning methods within this module focus on the 'tools of the trade': looking at some of the main teaching and learning methods that students as creators, performers, improvisers need. Creative workshops, technical production workshops (including music, sound, video and lighting) and theory based lectures, support knowledge transfer and learning development in preparation for assessment. The mixture of practical workshops underpinned by contextual/theory based lectures, seminars and tutorials, create a holistic experience for learning and development of the dance artist as a producer.

## 13. Assessment methods.

Part One

Continuous assessment

weighting: 40%

Students are assessed in the processes of exploration via continuous assessment. This takes the form of research notes, journal writing, their contribution to seminars, presentation of their work in process and presentation of and critical reading of their work in tutorials. Project management is also part of continuous assessment in order to assess the student's ability to manage workload, time and people in preparation for tutorials. Students receive interim formative feedback in the tutorials to support opportunities to improve as part of the continuous assessment. Continuous assessment also takes into consideration knowledge transfer from the workshops and formative feedback stages.

## Part Two

Choreographic project (5 minutes duration)

weighting: 60%

Students are assessed through the presentation of a piece of devised performance or choreographic exploration. The mode of presentation can take a range of forms, for example performance, lecture demonstration, choreographic presentation and for each student in a form that is most appropriate to their creative exploration.

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	9 1	9 2	9 3	9 4	9 5	9 6	9 7	9 8
Learning/ teaching method	Hours allocated														
Private Study	80	X	X	X	X	X	X	X	X	X	X	X	X	X	
Lectures and seminars	45	X	X	X	X	X	X	X	X	X	X	X	X		X
workshops	55	X	X	X	X	X	X	X	X				X	X	X
tutorials	5		X	X	X		X	X	X	X			X	X	X
Directed study	70	X	X	X	X	X	X	X		X	X	X	X	X	
Assessment method															
Continuous assessment	40%	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Choreographic project	60%	X	X	X	X	X	X	X	X	X	X	X	X	X	X

15. 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

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

17. **Partner College/Validated Institution:**

Northern School of Contemporary Dance

# MODULE SPECIFICATION



**18. University School responsible for the programme:**

School of the Arts

---

**FACULTIES SUPPORT OFFICE USE ONLY**

**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)