

# MODULE SPECIFICATION

1. **Title of the module**

BP1PC: Performance in Context

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)**

Autumn, 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) (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:**

Upon completion of this module students should be able to:

8.1 demonstrate artistic and aesthetic understanding through critical reflection on dance

8.2 apply critical appraisal of dance performance informed by an understanding of the development of contemporary dance

8.3 understand some of the key developments in contemporary dance history set against the contexts in which they occurred

8.4 demonstrate some understanding of your dance practice within an historical and cultural context

8.5 reflect on your own professional development as dance artists in training

8.6 demonstrate an understanding of and adhere to academic conventions

8.7 demonstrate some understanding of contemporary dance practice through dance pedagogy

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

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

9.1 the ability to apply reflective and independent thinking to the articulation of personal and professional experience

9.2 the ability to apply critical and analytical thinking, develop a structured argument and adhere to appropriate academic conventions in the presentation of written work

- 9.3 the ability to present and develop ideas, and communicate problems and solutions with clarity and coherence to a variety of audiences
- 9.4 the ability to apply critical and evaluative skills in researching and gathering information and in selecting, synthesising and organising relevant material
- 9.5 the ability to manage personal workloads and meet deadlines
- 9.6 the ability to make informed critical evaluations of own work and the work of others

## 10. A synopsis of the curriculum

In this module students will look at dance history, teaching practice, and develop critical and reflective skills. Through this they will begin to examine the interrelationships of ideas that form contemporary dance practice. Students will explore both theoretical and practice based research, as well as developing the skills to support themselves as a dance artist practically and academically.

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

Burrows, J. (2010). *A Choreographer's Handbook*. 1<sup>st</sup> edition. London: Routledge.

Horton-Fraleigh, S. (2010). *Researching Dance: Evolving Modes of Enquiry*. London: Dance Books Ltd.

Preston-Dunlop, V. (2014). *Looking at Dances: A Choreological Perspective on Choreography*. London: The Noverre Press.

Smith-Autard, J. (2010). *Dance Composition: A Practical Guide to Creative Success in Dance Making*. 6th Revised edition. London: Methuen Drama.

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

## 12. Learning and Teaching methods

Teaching Methods:

Lectures (1.5 hrs x 20 weeks) & Seminars: (1 hr x 15 weeks)	45 hours
Workshops: (2 hrs x 15 weeks)	30 hours
Tutorials:	5 hours
Directed Study:	70 hours
Independent Study:	100 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 historians, reflexive dance practitioners and teachers of dance may need. Research skills, dialogue in seminars, presentation skills and teaching practice, support knowledge transfer and learning development in preparation for assessment. The mixture of practical workshops underpinned by

contextual/theory based lectures, seminars and directed study, create an holistic experience for learning and development.

### 13. Assessment methods.

#### Part 1

Continuous assessment (preparation, engagement, contribution, understanding, and the ability to theorise and synthesise ideas) Weighting 60% – Pass/Fail (This element needs to be passed)

Students are given formative feedback in relation to the continuous assessment at appropriate milestones throughout the module in order that they can have opportunities to improve and meet learning outcomes. Feedback on this process supports preparation for the essay/presentation where summative feedback is given.

#### Part 2

Essay (2,500 words) or Presentation (15 minute) Weighting 40% – Pass/Fail (Essay or Presentation needs to be passed)

Formative feedback supports preparation for the essay/presentation where summative feedback is given.

### 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	9.5	9.6
Learning/teaching method	Hours allocated													
Private Study	100	X	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	X
Lectures & Seminars	45	X	X	X	X	X	X	X	X	X	X	X	X	X
Tutorials	5	X	X	X	X	X	X	X	X		X		X	X
Workshops	30		X			X		X	X		X	X		X
Assessment method														
Continuous assessment	60%	X	X	X	X	X		X	X		X	X	X	X
Essay / Presentation	40%	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

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**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

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

School of 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)