
SECTION 1: MODULE SPECIFICATIONS

1. Title of the module
Choreographic and Creative Studies (BP2CC)
2. School which will be responsible for management of the module
Northern School of Contemporary Dance
3. Start date of the module
September 2006
4. The cohort of students (onwards) to which the module will be applicable
September 2012
5. The number of students expected to take the module
50
6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal
N/A
7. Level of the module (*e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7]*)
Level 5
8. The number of credits which the module represents
25
9. Which term(s) the module is to be taught in (or other teaching pattern)
Terms One, Two and Three
10. Prerequisite and co-requisite modules
N/A
11. The programme(s) of study to which the module contributes
BPA (Hons) Contemporary Dance
12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
Upon completion of this module you should be able to:
 - 1 demonstrate an understanding and appreciation of the qualities inherent in various movement styles and approaches

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- 2 generate, interpret and develop movement material
- 3 demonstrate an understanding of the inter-relationship of structural elements relevant to the area of study selected
- 4 critically evaluate work demonstrating artistic awareness and artistic understanding
- 5 undertake work independently and in collaboration with others
- 6 demonstrate the ability to undertake a practice based research project
- 7 demonstrate the ability to work in a directive role in the organisation, preparation and artistic focus of personal rehearsals
- 8 demonstrate the ability to work independently to research and explore clearly identified ideas and concepts

These subject specific outcomes relate to the following programme outcomes:

- A1 how to engage with the processes involved in the physical exploration and development of dance practice
 - A2 how the body moves and how to undertake dance activities of an advanced and complex nature safely and without injury
 - A3 a range of processes by which contemporary dance performance is created, realised and presented
 - A4 the diversity of beliefs, values and attitudes that inform contemporary dance performance practice
 - B1 the ability to apply a knowledge and understanding of contemporary dance practice in order to initiate and carry out an extended piece of work or project
 - B2 the ability to engage in reflective and independent thinking and to apply critical and analytical skills both verbally and in writing
 - B3 the ability to apply creative and imaginative skills to the process of creating new performance work or completing a specific dance project
 - B4 the ability to make informed critical evaluations of work created and developed for presentation or performance
 - C1 demonstrate a professional level of competence in the application and practice of dance
 - C2 demonstrate substantially extended creative achievement supported by an appropriate development of technical expertise and professional growth in dance
 - C3 use the body expressively to communicate to an audience through the language of dance
 - C4 apply highly developed visual, aural and spatial awareness skills in dance creation and performance
 - C5 apply advanced choreographic and creative skills to the development and performance of contemporary dance
13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes
- Generic learning outcomes:
- D1 the ability to apply reflective and independent thinking to the articulation of personal and professional experience
 - D3 the ability to present and develop ideas, and communicate problems and solutions with clarity and coherence to a variety of audiences
 - D4 the ability to apply critical and evaluative skills in researching and gathering information and in selecting, synthesising and organising relevant material

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- D5 the ability to conform to the boundaries and norms of a professional environment
- D6 the ability to sustain concentration and focus for extended periods
- D7 an understanding of group working and group dynamics and an ability to apply this understanding to practical contexts
- D8 the ability to manage personal workloads and meet deadlines
- D9 the exercise of initiative and responsibility in the handling of creative, personal and interpersonal issues
- D10 the deployment of decision making skills in complex and unpredictable situations
- D11 the ability to undertake appropriate further professional training
- D12 the ability to make informed critical evaluations of own work and the work of others

14. A synopsis of the curriculum

This module involves two complementary courses of study, Movement Studies and Choreography, which run in parallel. It is designed to further enhance students' creative potential as a developing dance artist. The module presents opportunities for students to define areas of artistic interest and to make informed choices with regard to assessment pathways. Choreography will focus on developing independent and creative approaches to choreographic study and Movement Studies will focus on the generation and development of movement material.

This module will introduce creative and choreographic problems of a more complex nature and is designed to build upon the learning and skills gained in the first year of study. In the Movement Studies course students have the opportunity to experience many different approaches to generating, exploring and analysing movement, this allows a deeper physical understanding and helps develop a more rounded ability to analyse and evaluate differing movement styles. The Choreography course introduces a range of musical genres and involves an investigation into their aesthetics and structures. This is intended to extend and deepen student's knowledge of music and to increase their awareness of the possibilities for the creative use of music in choreography.

15. Indicative Reading List

Students are encouraged to read as widely as possible in music/visual art/philosophy and to pursue individual/personal areas of interest/study.

Recommended Reading for Movement Studies

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|-------------------------------------|--------|---|
| Calais-Germain, B. | (1993) | Anatomy of Movement
Seattle, Eastland Press |
| Calais-Germain, B.
& Lamotte, A. | (1996) | Anatomy of Movement Exercises
Seattle, Eastland Press |
| Novack C. J. | (1990) | Sharing the Dance
Wisconsin Books |
| Oleson, A. &
McHose, C | (1991) | Bodystories, A Guide to Experimental
Anatomy
New York, Station Hill Press |
| Todd, M.E. | (1997) | The Thinking Body |
| Todd M.E. | (1977) | The Thinking Body |

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(3rd ed) London, Dance Books

Recommended Reading for Choreography

Allen, P. (Ed)	(2001)	art, not chance: nine artists diaries London, Calouste Gulbenkian Foundation
Brook, P.	(1972)	The Empty Space England, Clays Ltd. St Ives plc
Burrows, J.	(1998)	Conversations with Choreographers London, Royal Festival Hall, Queen Elizabeth Hall
Jones, C. (compiler)	(1995)	Border Tensions: Dance and Discourse Proceedings of the Fifth Study of Dance Conference England, University of Surrey Dance Department
Roy, S.	(1999)	White Man Sleeps: Creative Insights London, Dance Books, Ltd.
Steinman, L.	(1986)	The Knowing Body: Elements of Contemporary Performance and Dance USA, Random House
Theodores, D.	(2000)	Writing Dancing, Righting Dance: articulations on the Choreographic process Ireland, Firkin Crane
Whitall, A.	(2003)	Exploring Twentieth Century Music: Tradition and Innovation Cambridge, Cambridge University Press

16. 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

During terms one and two students attend a three-hour taught session per week. Tasks are set to be completed within and outside of these sessions. It is a requirement of this module that students organise their own rehearsals. Students are also expected to conduct extensive private study/research including listening to music, reading and seeing live performances. They are required to keep a record of creative ideas and personal development through maintaining a notebook. This record will provide a valuable resource in preparing for the assessment tasks and will be submitted prior to completion of the continuous assessment.

Tutorial Support

Students receive ongoing individual and group feedback throughout the taught sessions. Over the duration of the module, each student receives approximately two hours of tutorial support including advice and guidance in relation to the selection of assessment pathways and tasks. This support is intended to facilitate an independent approach to learning and to completing tasks within the fixed deadlines. Throughout the module, there will be opportunities to share work in progress followed by discussion and feedback.

Teaching Methods:

Studio-based practical classes: 90 Hours (60 x 1.5)

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Directed Study Tasks:	60 hours
Tutorials:	2 hours
Private Study Time:	98 hours

Total Study hours: 250 hours

17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Task 1 – Research Project 25% Weighting

Students may elect to undertake one of the following options:

- Choreographic Study
- Solo Practice
- Group Project (including improvisational/collaborative approaches)
- Film / media
- Live / Performance Art

The outcome of the Research Project is presented to peers and tutors within a studio setting.

Task 2 – Development Project 75% Weighting

The Development Project takes place during the third term and involves the realisation/ development of the Research Project. Students may select the working methodology from the following options:

- Choreographic Study (3)
- Solo Practice (3)
- Student Proposal (negotiated according to project demands) (1-3)
- Group project (2)
- Film / Media
- Live / Performance Art

Related Learning Outcomes/Transferable Skills:

Programme Learning Outcomes	A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, C5
Generic/Transferable Skills	D1, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
Module Learning Outcomes	1, 2, 3, 4, 5, 6, 7, 8

18. Implications for learning resources, including staff, library, IT and space

NSCD employs choreography and movement studies teachers who have attained the highest professional level in their field. The 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

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- a video and music suite with two computerised systems providing non-linear video editing, a digital video camera and an audio/Midi sequencing music system. These facilities enable students to shoot and edit digital video to broadcast standard and also to compose, mix and edit digital soundtracks onto CD, DAT or Minidisc formats for use in live performances.

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

20. Campus(es) where module will be delivered¹

21. Partner College/Validated Institution

22. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme

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

(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"

.....
 Nominated Responsible Officer of Partner Date
 College/Validated Institution

.....
 Print Name

.....
 Post

¹ Required for information purposes only. Changes of campus will not require re-approval of the module specification.

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Partner College/Validated Institution