

UNIVERSITY OF KENT

SECTION 1: MODULE SPECIFICATIONS

1. Title of the module
Ideas in the Arts (BP2IA)
2. School or partner institution which will be responsible for management of the module
Northern School of Contemporary Dance
3. Start date of the module
September 2006 (revised version start date September 2013)
4. The number of students expected to take the module
50
5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal
N/A
6. The level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])
Level 5
7. The number of credits and the ECTS value which the module represents
20
8. Which term(s) the module is to be taught in (or other teaching pattern)
Terms one and two
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 a broader cultural understanding of the arts and their contexts
 - 11.2. demonstrate an understanding of the philosophical basis of chosen art works
 - 11.3. identify, investigate and organise research material
 - 11.4. participate in relevant and informed debate or discussion
 - 11.5. formulate a structured discussion on a chosen topic
 - 11.6. demonstrate critical awareness and analysis of pertinent issues
 - 11.7. communicate effectively with colleagues in the research/presentational process

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12. The intended generic learning outcomes

- 12.1. the ability to exercise initiative and take responsibility within training and learning situations (ref: D1)
- 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 sustain concentration and focused engagement with tasks for extended periods (ref: D5)
- 12.4. the ability to undertake research, develop ideas and construct arguments and to present them in a variety of ways and forms (ref: D7)
- 12.5. the ability to apply and adhere to academic conventions in the presentation of written work, where appropriate (ref: D8)
- 12.6. the ability to manage personal workloads and meet deadlines (ref: D10)

13. A synopsis of the curriculum

Students attend a series of lectures/seminars which present a range of ideas and themes that have underpinned and guided arts practitioners and arts practice in the fields of theatre, film, dance, visual art and music. These lectures/seminars also provide students with the opportunity to discuss and critically reflect upon the subject matter introduced through a variety of means, from practical activities to debate, with a view to their choosing a topic for an individual verbal presentation later in the year. This presentation then provides the basis for an essay or an extended verbal presentation which focuses on one of the fields covered in the lecture/seminar programme or considers the links between two or more of them.

Students are required to further research and develop their idea/theme on which to base their assignment. To assist with this process students are allocated a tutorial group and an academic tutor. This provides the opportunity for students to define a specific area of interest and to discuss in greater depth the requirements of the written assessment and adherence to academic conventions.

14. Indicative Reading List

Students are advised to read sections of certain texts but tutors will indicate essential reading from the list for individual students, depending on the area(s) selected for assessment.

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Dance

Bremser, M. (1999) **Fifty Contemporary Choreographers**
London, Routledge

Carter, A. (ed) (2004) **Rethinking Dance History: A Reader**
London, Routledge

Visual Art

Berger, J. (1972) **Ways of Seeing**
London, British Broadcasting Corporation /
Penguin Books

Stangos, N. (ed) (1997) **Concepts of Modern Art- Fauvism to
Postmodernism**
London, Thames and Hudson

Gaiger, J. (ed) (2003) **Frameworks of Modern Art**
London, Open University Press

Videos

Hughes, R (1979) **The Shock of The New**
BBC Four, Episodes 1-8, 07/04

Music

Nyman, M. (1999) **Experimental Music Cage and Beyond**
2nd edition, Cambridge, CUP

Film

Bordwell, D. (2001) **Film Art: An Introduction, International
& Thompson, K. Edition,**
New York, University of Wisconsin

Sklar, R. (2002) **A World History of Film**
New York, Harry N. Abrams Inc.

Drama

Artuad, A. (1993) **The Theatre and its Double: Essays**
London, Calder Publications

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

Willet, J. (1979) **The Theatre of Erwin Piscator, Half a
Century of Politics In The Theatre**
Holes & Meier Publishers Inc., New York

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

The module is initially delivered by means of a programme of lecture presentations and seminars on dance, theatre, visual arts, music and film. This is followed by a tutorial

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programme which will provide the opportunity for students to define further areas of artistic and intellectual interest; participate in discussion and work with a tutor to identify, investigate, organise and present research material.

Teaching Methods:

Lectures / seminars: 36 Hours (12 x 3 Hours)
This will address learning outcomes: 11.4, 11.7, 12.1, 12.2, 12.3

Tutorials: 2 Hours
This will address learning outcomes: 11.1, 11.2, 11.3, 11.5, 11.6, 12.1, 12.2, 12.4

Independent Study: 162 hours
This will address learning outcomes: 11.1, 11.2, 11.3, 11.5, 11.6, 12.1, 12.4, 12.5, 12.6

Total Study hours: 200 hours

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

Assessment Tasks:

Presentation (8-10 minutes) Weighting: 10%
Module learning outcomes addressed: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 12.1, 12.2, 12.4, 12.6

Written or Verbal Assignment (3,000 – 4,000 words or 17-23 minutes) Weighting: 90%
Module learning outcomes addressed: 11.1, 11.3, 11.4, 11.5, 11.6, 12.1, 12.3, 12.4, 12.5, 12.6

17. Implications for learning resources, including staff, library, IT and space
NSCD employs teaching staff who have 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, cassettes, 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

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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.

19. Campus 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 the following:

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

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

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"

J Smith

March 2013

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Nominated Responsible Officer of Partner
College/Validated Institution

Date

JANET SMITH

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Print Name

Principal

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Post

Northern School of Contemporary Dance

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Partner College/Validated Institution