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**SECTION 1: MODULE SPECIFICATIONS**

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1. Title of the module  
Contemporary Dance Technique (BP3CT)
2. School which will be responsible for management of the module  
Northern School of Contemporary Dance
3. Start date of the module  
September 2012 (revised version start date September 2014)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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. Level of the module (*e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7]*)  
Level 6
7. The number of credits or ECTS value which the module represents  
30 credits, 15 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 programme(s) of study to which the module contributes  
BPA (Hons) Contemporary Dance
11. The intended subject specific learning outcomes
  - 11.1 demonstrate an advanced self-awareness of complex bodily structures in a dynamic process of safe alignment and efficient transference of weight while deepening and further extending range and quality of movement towards a professional level
  - 11.2 demonstrate an advanced, effective and refined use of breath, weight, tension and release, phrasing and musicality and sophisticated understanding of the lively interplay between these elements, towards a professional level
  - 11.3 demonstrate an advanced kinaesthetic awareness and understanding of bodily design and orientation in space and in relation to others, towards a professional level

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- 11.4 demonstrate an advanced understanding of the relationship between imaginative impulse and physical expression to further enhance technical and performance skills towards professional level
- 11.5 demonstrate an advanced ability to learn, retain and refine movement material and combinations towards a professional level
- 11.6 demonstrate clear independence in learning, by taking a pro-active approach to seeking, exploring and applying information and feedback, refining practice towards a professional level

### 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 communicate information, ideas and creative responses in a variety of ways and to a variety of audiences (ref: D2)
- 12.3 the ability to apply creative thinking and imagination to problem-solve and make effective decisions in complex and/or unpredictable situations ref: D3)
- 12.4 the ability to apply reflective and independent thinking in order to understand and evaluate personal learning experiences (ref: D4)
- 12.5 the ability to sustain concentration and focused engagement with tasks for extended periods (ref: D5)
- 12.6 the ability to work effectively and productively in groups to negotiate and pursue goals with others in practical contexts (ref: D6)
- 12.7 the ability to make informed and critical evaluations of own work and that of others (ref: D9)
- 12.8 the ability to recognise and conform to the accepted boundaries of a professional working environment (ref: D11)

### 13. A synopsis of the curriculum

At Level Three students should have attained a strong grounding in the core principles of contemporary techniques. During this module emphasis is placed on nurturing a confident and versatile dancer, who exhibits a solid technical ability and a high level of virtuosity.

The aim is to combine, develop and extend technical skills through a variety of approaches that involve the study of more complex movement forms/variations. The ability to read, assimilate and communicate movement with clarity is further developed. This enables students to respond with precision and sensitivity to the demands of an increasingly challenging dance form.

Class content and format will vary according to the requirements of the technique studied and the particular needs of individual and groups of students.

### 14. Indicative Reading List

#### **Recommended reading / viewing etc**

Alexander, K. (2000) *An introduction to Skinner Releasing Technique: Healthier Dancer Programme*. Newssheet No 11, London: Dance UK.

Boling, B. (1999) *A Dancer's Manual: A Motivational Guide to Professional Dancing*. California: Rafter Publishing

Brown, T. (2002) *Dance and Art in Dialogue*.

Franklin, E. (1996) *Dance Imagery for Technique and Performance*. USA: Human Kinetics Books.

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Franklin, E. (2003) *Pelvis Power*. USA: Princeton Book Company.

Hale, R. & Coyle, T. (eds) (1989) *Albinus on Anatomy*.

Maisel, E. (Ed.) (1989) *The Essential Writings of F. Matthias Alexander: The Alexander Technique*. New York: Carol Communications.

Rolf, I.P. (1989) *Rolfing*.

Rosas (2002) *If and Only If*

Sweigard, L. (1973) *Human Movement Potential: Its Ideokinetic Facilitation*.

### **Videography**

Kolb, W. (dir.) A.T. de (ch.) & Keersmaeker, (1989) *Hoppla!* Amsterdam: éditions à voir.

Keersmaeker, A.T. de (1993) *Mozart/Materiaal*.

Shechter, H. (2003/4) *Excerpts from Cult and Fragments*.

Vandekeybus, W. (dir) (2006) *Dance and Short Fiction Films*.

Blackwood, M. (2001) *Making Dances: Seven Post-modern*.

### **Choreographers**

Davies, Siobhan (2006) *In Plain Clothes*.

Davies, Siobhan (2004) *Birdsong*.

Davies, Siobhan (2002) *Plants and Ghosts*.

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

This module is delivered as taught, studio-based class sessions usually with live accompaniment. Students are expected to attend class daily throughout the year and should expect to practice taught material outside of class hours. They should also take responsibility for their own warm-up and cool-down before and after class and spend time on private study by using the library, attending live performances, and referring to their own notes.

Students receive continuous feedback through correction and information delivered to individuals and to the group. Technical principles may be reinforced through discussion, evaluation and working with partners. Students also receive individual feedback at the end of each assessment period.

Tutorial support is available through the College's personal tutorial system, as required. Additional support through practical tutorials and coaching is also available throughout the module.

Teaching Methods:

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Studio-based practical classes: 240 hours (160 x 1.5 hours)  
This will address learning outcome: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6  
12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8

Private Study Time: 60 hours  
This will address learning outcome: 12.1, 12.2, 12.3, 12.4, 12.6, 12.7, 12.8

Total Study hours: 300 hours

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

The final grade is determined by combining the marks for Continuous Assessment and Summative Assessment. The weighting of the two marks is as follows:

Continuous Assessment:  
Application and Understanding Weighting 60%  
Module learning outcomes addressed: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6  
12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8

Summative Assessment:  
Technical Ability Weighting 40%  
Module learning outcomes addressed: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6  
12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8

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 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 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

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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"

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

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Post

Northern School of Contemporary Dance

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Partner College/Validated Institution