

MODULE SPECIFICATION

1. **Title of the module**
BP3IP Research Project

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**
4. Level 6

5. **The number of credits and the ECTS value which the module represents**
30 Credits, 15 ECTS

6. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn and Spring Term

7. **Prerequisite and co-requisite modules**
No change

8. **The programmes of study to which the module contributes**
BA (hons) Dance (Contemporary) previously BPA (hons) in Contemporary Dance

9. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 demonstrate development of a specialist area within the field of contemporary dance practice
 - 8.2 demonstrate development of an individual voice within a chosen area of dance related study
 - 8.3 demonstrate a highly developed analytical and practical understanding of an identified research area
 - 8.4 apply understanding of how a specific area of study relates to the broad field of contemporary dance practice
 - 8.5 apply a critical awareness of the relationship between performers and audiences or practitioners and recipients within the realm of contemporary dance practice
 - 8.6 demonstrate the development of advanced technical, creative and interpretive skills

10. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 - 9.1 take initiative and work autonomously in preparation for continued research at undergraduate level
 - 9.2 communicate information, ideas and creative responses in a variety of ways and to a variety of audiences
 - 9.3 critically evaluate practice
 - 9.4 recognise and conform to the accepted boundaries of a professional working environment

- 9.5 undertake research and develop ideas in a range of presentational forms
- 9.6 apply creative thinking and imagination to problem-solve and make effective decisions in complex and/or unpredictable situations
- 9.7 sustain concentration and focused engagement with tasks over an extended period

11. A synopsis of the curriculum

The module allows students to focus their attention onto a specific area of contemporary dance practice. This can include artistic creation, performance, teaching or aesthetics. It builds upon the offerings within the curriculum over levels one and two of the degree, to facilitate the development of an individual research profile within a chosen specialism. The module allows students to create a bespoke pathway of study. It encourages a multi-faceted approach to individual study and ensures currency of student work in a constantly evolving dance world.

The module is structured in two stages. Stage one consists of taught delivery from which students choose two options from four areas of study. This delivery leads to an intensive performance project in each of the four areas, from which students choose one project. The intensive performance projects allow students to translate their learning into a real-world scenario relevant to their interests. In stage two students negotiate and undertake an independent research project or may work in collaboration with another or other students. Students are required to submit a written proposal for their project, which should be approved by the module teaching team. In the proposal students outline their objectives, research methods, the nature and scope of the work, bibliography, their anticipated resource requirements and any perceived difficulties and / or health and safety issues which need to be addressed, if appropriate.

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

- Burrows, J. (2010). *A choreographer's handbook*. London: Routledge
- De Bono, E. (1990). *Lateral Thinking: A Textbook for Creativity*. London: Penguin
- Howells, R (2003). *Visual Culture*. Cambridge: Polity Press
- Huxley, M. & Witts, N. & Witts, N. (2002). *The Twentieth Century Performance Reader*. London: Routledge Press
- Smith-Autard, J. (1994). *The Art of Dance in Education*. London: Dance Books
- Tufnell, M. & Crickmay, C. (2004). *A Widening Field, Journeys in Body and Imagination*. London, Routledge press
- Vincs, K.(2007). "Rhizome/Myzone: A case study in studio-based dance research", in E. Barret & B. Bolt, (eds.) *Practice as research, approaches to creative arts enquiry*. New York: St Martin's Press, pp. 98-112

Tutors will make specific recommendations for reading and research resources according to the choice of subject matter.

13. Learning and Teaching methods

The focus of this module is on further developing individual research and independent study to prepare students to be proactive and self-reliant as they move onto further study or professional practice. Stage one is delivered through a combination of practical workshops, lectures and seminars culminating in a studio-based practical performance project choreographed, devised or directed by in-house staff or guests. Studio time is scheduled for independent study in stage two and, in addition, extensive work outside of timetabled sessions is required. Each student's independent project is supported through mentoring and or tutoring and sharing work in progress. Guidance is also provided for an evaluative task.

14. Assessment methods.

Students are assessed in a directed performance project and in an independently led research project. The mode of presentation for the independently led research project can take a range of forms, for example performance, lecture demonstration, presentation or written dissertation, and for each student in a form that is most appropriate to their research project. This would include supporting work as appropriate to the research field.

Part One

Directed Performance Project: weighting: 30%

Part Two

Independently Led Research Project: weighting: 70%

15. 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
Learning/teaching method	Hours allocated													
Private Study	60	X	X	X	X	X	X	X	X	X		X	X	X
Workshop (project)	60	X	X			X	X		X		X		X	X
Lectures and seminars	50	X	X	X	X	X	X		X	X	X	X	X	X
Independent study / placement	125	X	X		X	X	X	X	X	X		X	X	X
Tutorials	5	X	X	X	X	X	X	X	X	X	X		X	X
Assessment method														
Directed Performance Project	30%	X			X	X	X		X		X		X	X

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<i>Research Project</i>	70%	X	X	X	X	X	X	X	X	X	X	X	X	X
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16. **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.

17. **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.

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

Northern School of Contemporary Dance

19. **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)