MODULE SPECIFICATION

1. Title of the module
   Cultural Dance Styles 3 – CCDDS3

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 (Level 4, Level 5, Level 6 or Level 7)
   Level 4

4. The number of credits and the ECTS value which the module represents
   15 Credits, 7.5 ECTS

5. Which term(s) the module is to be taught in (or other teaching pattern)
   Summer Term

6. Prerequisite and co-requisite modules
   NA

7. The programmes of study to which the module contributes
   Cert HE in Cultural Dance Forms

8. The intended subject specific learning outcomes.
   On successfully completing the module students will be able to:
   8.1 embody safe dance practice principles and distinguish between concepts through a number of related cultural dance styles and techniques
   8.2 embody and perform a comprehensive range movement vocabulary drawn from a number of related cultural dance styles
   8.3 develop comprehensive skills of observation and visual, aural and spatial awareness
   8.4 construct, formulate and refine information from a range of sources in the execution of set technical movement material
   8.5 Interpret, formulate and embody creative modes of expression to set technical movement material
   These subject outcomes relate to the following programme outcomes:
   A1, A3, A7, C2, E2, E3, E4 and E5.

9. The intended generic learning outcomes.
   On successfully completing the module students will be able to:
   9.1 work independently, set goals and manage own workloads
   9.2 articulate ideas and communicate information comprehensibly in visual, physical and textual forms
9.3 identify personal strengths and areas for development, and reflect on personal development and opportunities for life-long learning

9.4 recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

10. **A synopsis of the curriculum**

11. The Cultural Dance Styles modules focus upon three genres: Hip hop, Vogue and Carnival.

12. Alongside these modules, students will experience both underpinning styles (e.g. African Dance) and specific street and cultural dance styles (e.g. Locking, popping, krumping, fem, armography, catwalk, mash-up based improvisation and playing mas).

13. The progression of the modules and curriculum enables the student to build from learning of baseline styles, through to classes which explore significant crossovers, into the application of hybrid styles used in the industry today.

14. The core genre studied will be Hip Hop as this has the greatest breadth of related styles and overlapping connections to vogue and carnival. There is a focus on both the accurate execution of the style studied and developing an understanding of the socio-cultural influences out of which the style developed.

15. Although the majority of sessions will be practical, they will be supported by theoretical and academic underpinning across all modules to include analysis of urban genres on film/media and related reading surrounding the genre as appropriate.

16. Cultural dance Styles 1, 2 and 3 are all 15 credit modules and the order in which style based classes they are delivered throughout the year may depend on tutor availability and other programming concerns, such as the stylistic demands of the choreographer commissioned to work with the students in the final Performance Practice module of the year.

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


18. **Learning and teaching methods**

   Practical technique classes 116 hours

   Independent study 33 hours

   Tutorials 1 hours

   Total 150 hours
19. **Assessment methods**

13.1 **Main assessment items**

**Item 1: Summative Assessment - Practical Assessment Class**

Weighting: 30%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1 and 9.4

Students will be assessed on their performance in a prepared class of the selected style.

**Item 2: Continuous Assessment**

Weighted: 70%

Learning outcomes addressed: 8.1, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4

Students will be assessed in individual, partner and group tasks which require synthesis of concepts explored during the module, alongside appraisal of the ways in which they prepare, contribute to and engage with their daily practice.

13.2 **Reassessment methods**

NA

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
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<th>9.1</th>
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<tbody>
<tr>
<td>Learning/ teaching method</td>
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<td>Independent Study</td>
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<td>Tutorials</td>
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<td>Assessment method</td>
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15. **Inclusive module design**

Northern School of Contemporary Dance recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional
alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum  
b) Learning, teaching and assessment methods

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.

20. Campus(es) or centre(s) where module will be delivered
   Northern School of Contemporary Dance (Chapel town Campus)

21. Internationalisation
   Due to the nature of employment across the arts sector in Higher Education, there are likely to be a number of participants on the module who are foreign nationals and/or educated in systems outside the UK. Thus, they bring a diverse set of experiences and expectations about higher education.

   The module’s content and delivery allow room for discussions surrounding cultural dance styles and creative, choreographic approaches of artists from Europe, Britain, and America, as well as those who develop hybrid styles, encompassing influences of the Far East and Asia with Western theatre dance forms.

   Readings on discipline-specific aspects of choreographic practice may be drawn from a broader variety of contexts and participants will be encouraged engage with that literature as a means of supporting their own creative practice.

   If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

22. Partner College/Validated Institution
    Northern School of Contemporary Dance

23. University School responsible for the programme
School of the Arts

### FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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Module Specification Template with Guidance (May 2018)