1. **Title of the module**  
Western Theatre Dance Techniques – CCDDT1

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)**  
Spring Term and Summer Term

6. **Prerequisite and co-requisite modules**  
NA

7. **The programmes of study to which the module contributes**  
CertHE in Cultural Dance Forms

8. **The intended subject specific learning outcomes.**  
On successfully completing the module students will be able to:  
8.1 apply and sustain safe dance practice
8.2 apply underlying principles and concepts relevant to the styles and genres studied
8.3 evaluate and interpret information from a range of sources in the execution of set technical movement material
8.4 apply creative modes of expression to set technical movement material

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**
In this module students will encounter the fundamental principles of ‘western theatre dance techniques’ relevant to current contemporary dance practices in an innovative and integrated model. Students will be introduced to a range of techniques which have evolved out of the predominantly white western traditions from Europe and the United States of codified ballet and contemporary techniques. An integrated approach ensures that students can gain understanding of conventional codified contemporary dance techniques, whilst also being introduced to more current approaches to contemporary dance training. For example, students may experience a whole range of contemporary dance techniques from Cunningham, release-based contemporary techniques, improvisation, to Flying Low and ballet for contemporary dancers.

The main focus of the module is to enable students to develop safe and clear articulation of the body drawing on experiential anatomy and studio dance practice, supported by theoretical research to underpin their understanding of ‘how’ the body works. This will enable the development of curiosity, physical versatility and an understanding of the stylistic and artistic concerns within each movement language explored.

Safe practice, including efficient and dynamic postural alignment, full body coordination and the integration of artistry and performance skills relevant to the art form / genres studies will be cultivated throughout. There will be a strong emphasis on engaging in reflection to support the setting of individual goals and autonomous working practices.

The vast majority of sessions will be practical, supported by theoretical and academic underpinning as appropriate.

This module will prepare students for further in-depth professional training at conservatoire and HE levels.

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


12. **Learning and teaching methods**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical technique</td>
<td>116</td>
</tr>
<tr>
<td>Independent study</td>
<td>33</td>
</tr>
<tr>
<td>Tutorials</td>
<td>1</td>
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</tbody>
</table>
13. **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, 9.1 and 9.4

Students will be assessed on their performance in two classes which represent constituent genres or styles studied within this module. Marks are combined to provide one overall mark for this item.

Item 2: Continuous Assessment

Weighted: 70%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 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)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
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<tbody>
<tr>
<td>Learning/ teaching method</td>
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<tr>
<td>Practical Lectures</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>Tutorials</td>
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<tr>
<td>Assessment method</td>
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<td>Practical summative assessment (30%)</td>
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<tr>
<td>Continuous assessment (70%)</td>
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<td>X</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.

16. Campus(es) or centre(s) where module will be delivered

Northern School of Contemporary Dance (Chapel town Campus)

17. 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 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.

18. Partner College/Validated Institution

Northern School of Contemporary Dance
19. **University School responsible for the programme**  
   School of the Arts

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**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)