

1. **Title of the module**
Choreography – CHECH1
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 (e.g. Level 4, Level 5, Level 6 or Level 7)**
Level 4
4. **The number of credits and the ECTS value which the module represents**
30 Credits, 15 ECTS
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn Term & Spring Term
6. **Prerequisite and co-requisite modules**
N/A
7. **The programmes of study to which the module contributes**
CertHE Dance in Contemporary Dance
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 generate, interpret and develop movement material
 - 8.2 investigate choreographic approaches and structures
 - 8.3 create a coherently crafted choreographic work within a chosen theme or aesthetic
 - 8.4 collaborate effectively within autonomous project work
 - 8.5 apply organisational skills in an independent project

These subject specific outcomes relate to the following programme outcomes:

A1, A2, A3, A5, A7, A8, B1, B2, B4, C4, D2, E1, E2, E4, E5, F1, G2, H1, H3 and H4

9. **The intended generic learning outcomes.**
By the end of this module students will have acquired a further range of general abilities and capacities, qualities of mind and transferable skills, in order to:
 - 9.1 work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity
 - 9.2 identify personal strengths and needs, and reflect on personal development and opportunities for life-long learning

- 9.3 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection
- 9.4 effectively lead, facilitate, participate and problem solve within team working contexts
- 9.5 understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals

10. A synopsis of the curriculum

In this module students will receive instruction into the core principles of devising and developing choreography and composition.. The main focus will be upon giving students a core set of skills and a fundamental understanding of key practices and practitioners from which to develop an in-depth understanding of choreography and movement language.

Students will be introduced to improvisation and various other techniques that can support the initial development of choreographic material, alongside methods for editing and refining work. The range of tasks explored will ensure that students have the opportunity to explore both solo and group work from a range of perspectives, ie. as a maker and as a performer.

The majority of sessions will be studio-based practical work, although this will be supported by theoretical and academic underpinnings. and discussion of the works of seminal choreographers will ensure integration of knowledge across modules. This innovative and exciting course structure reinforces key learning and ensures a holistic approach to the development of the student within conservatoire-level training.

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

Bruce, M. (2018) *On Choreography and Making Dance Theatre*. Oberon Books Ltd. London.

Buckwalter, M. (2010). *Composing while Dancing: an improviser's companion*. Madison, Wis: University of Wisconsin Press.

Reeve, J. (2011) *Dance Improvisations: Warm-ups, games and choreographic tasks*. Human Kinetics. London.

Smith-Autard, J. (2010) *Dance Composition: A Practical Guide to Creative Success in Dance Making*. Methuen Drama; 6th edition, London.

Sofras, P.A. (2016) *Dance Composition Basics: Capturing the Choreographer's Craft*. Human Kinetics. London.

NSCD media archive is available to students to access thousands of dance works on screen <http://www.nscd.ac.uk/library/nscd-media-archive/>

12. Learning and Teaching methods

Studio Sessions:	72 hours
Tutorials:	2 hours
Directed Study:	99 hours
Independent Study:	127 hours
Total:	300 hours

This module will be delivered through a combination of studio-based sessions including core skills, task based learning and tutorials to support the students in their assessment tasks. Although the emphasis is on practical learning, this will be supported by academic and theoretical underpinning as relevant. Feedback will be given on student work as an integral part of the sessions.

As well feedback in class and tutorial, feedback will be given following the assessments.

13. Assessment methods.

13.1 Main assessment methods

Item 1: Continuous assessment

Weighting: 20%

Learning Outcomes addressed: 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 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 choreographic practice.

Item 2: Choreographic Study

Practical – approximately 2-3 minutes

Weighting: 20%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Item 3: Independent Choreographic Project

Practical – approximately 3-5 minutes

Weighting: 60%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5

13.2 Re-assessment

14. 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	9.1	9.2	9.3	9.4	9.5
Learning/teaching method	Hours allocated										
Studio Sessions	72	X	X						X		X
Independent Study	127	X		X	X	X	X		X	X	
Directed Study	99	X	X					X			X
Tutorials	2		X		X		X	X	X		
Assessment method											
Continuous assessment (20%)	20%		X	X	X	X		X		X	
Choreographic Study (20%)	20%	X	X	X	X		X	X	X	X	X
Independent Choreographic Project (60%)	60%	X	X	X		X	X	X	X	X	X

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

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.

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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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)