

**1. Title of the module**

Contextual Studies – CHECS1

**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**

15 Credits, 7.5 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 in contemporary Dance

**8. The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

8.1 investigate key developments within contemporary dance

8.2 evaluate and interpret information from an appropriate range of sources

8.3 use information to present clearly structured and coherent arguments

8.4 apply academic conventions as appropriate

These subject specific outcomes relate to the following programme outcomes:

A1, A2, A4, A5, B4, C1, C2, C3, C4, D1, E1, E2, F2, G1, H1, H2, 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 effectively under pressure and to deadlines

- 9.2 use information retrieval skills, involving the ability to gather, sift, manipulate, evaluate and organise material
- 9.3 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection
- 9.4 produce written work with appropriate scholarly and professional registers/conventions

### 10. A synopsis of the curriculum

In this module students will investigate the history and current context of contemporary dance from multiple angles. This will include integrating theory and practice to generate an inclusive and multi-faceted learning environment.

Students will be introduced to a broad range of work to support a broadening of their perspective in terms of what dance has been, is, can be and will be in the future. This broadening perspective will be enhanced through the development of research skills and a mix of directed and open study tasks, designed to engender curiosity

This module will enable the student to place their studies and work across all modules within an appropriate and relevant context, including drawing links between areas of their study, thus developing their critical and reflective skills. The development of study skills is embedded into this module and, in fact, across all areas of the course. Students will be supported to explore their preferred learning styles and the culmination of the work done in this module is the students' choice of essay question in which they can explore an aspect of contemporary dance which holds particular interest for them.

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

Au, S. (2002) Ballet and Modern Dance. London: Dance Books

Adshead, J., Briginshaw, V.A., Hodgens, P. and Huxley, M. (2000) Dance Analysis: theory and Practice. Dance Books Ltd. London.

Carter, A. (2010) The Routledge Dance Studies Reader. Routledge; 2<sup>nd</sup> edition, London.

Dixon, S. (2015) Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation. MIT Press; 2<sup>nd</sup> edition. Cambridge, Massachusetts

Oliver, W.R. (2010) Writing about Dance. Human Kinetics. London.

Preston-Dunlop, V. (2014) Looking at Dances: A Choreological Perspective on Choreography. The Noverre Press, 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/>

### 11. Learning and Teaching methods

## Teaching Methods:

Lectures & studio sessions:	72 hours
Independent Study:	26 hours
Directed Study :	50 hours
Tutorials:	2 hours
Total:	150 hours

This module will be delivered through lectures and studio based sessions which will include mixed-mode teaching, task based learning alongside tutorials to support the students in their assessment tasks. Although the emphasis is on academic learning and critical thinking, this will be linked to practical sessions to facilitate how this knowledge translates to and from the studio environment.

Students will receive feedback in class and tutorials as well as after the assessment.

## 12. Assessment methods.

### 13.1 Main assessment methods

Lectures and studio sessions will explore themes which are later explored through their essay. Students will be given the opportunity to choose from a list of questions to support their investigation into a specific area of study.

#### Item 1: Essay draft

Weighting: 25%

Learning outcomes addressed: 8.1, 8.2, 8.3, 9.1, 9.2, 9.3

Students should present a draft essay for which is assessed

#### Item 1: 2000-2500 word essay or equivalent

Weighting: 75%

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

Students should present a written essay as a final document which responds to the feedback from item 1.

### 13.2 Re-assessment

## 13. *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	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated								
Lectures & studio sessions	72	X	X				X	X	
Independent Study	26		X		X	X	X		X
Directed Study	50			X		X		X	
Tutorials	2		X	X	X				
Assessment method									
Essay draft (25%)	25%	X	X	X		X	X	X	
Essay	75%	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 dance works 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. Viewing work from contemporary artists from around the world enables students to frame concepts and view work in a broader social /political / cultural context, important in relation to how their own work may evolve and exist.

Readings on discipline-specific aspects of reading dance may be drawn from a broader variety of contexts and participants will be encouraged engage with that literature as a means of supporting their critical analysis.

**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)

