

## MODULE SPECIFICATION

1. **Title of the module**  
Dance Repertoire – CHEDR1
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)**  
Spring & Summer 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 Examine a range of existing contemporary dance works with an awareness of the aesthetic and technical considerations
  - 8.2 Interpret, both theoretically and kinaesthetically, existing contemporary dance works through studio-based practice
  - 8.3 Apply relevant performance, technical and rehearsal skills to the study of a piece of contemporary dance repertoire.
  - 8.4 Perform a piece of contemporary dance repertoire with clarity, articulation, and an understanding of the appropriate aesthetic.

These subject specific outcomes relate to the following programme outcomes:

A1, A2, A3, A4, A6, A8, B1, B2, B3, B4, C1, E1, E3, E4, F2, G2, G3 and H1

## 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 work effectively under pressure and to deadlines

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

9.4 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 examine and interpret a range of repertoire drawn from 20<sup>th</sup> and 21<sup>st</sup> Century contemporary dance. Students will be given a broad overview of a number of works and aesthetics before focusing on a specific work to rehearse and perform. The main focus will be upon giving students a core set of skills and a fundamental understanding of key practices in order to develop understanding of how to learn and perform repertoire. There will be an integrated approach, drawing on students critical and reflective skills, their understanding of their preferred learning styles in studio practice and their ability to interpret and work with artistry alongside physical clarity and articulation.

The majority of sessions will be practical, however this will be supported by theoretical and academic underpinnings which offers an exciting, innovative and relevant model for the development of this work.

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

Bremser, M. & Saunders, L. (2011) Fifty Contemporary Choreographers. Routledge; 2 edition, London.

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

Celant, G. and Vaughan, D. (2009) Merce Cunningham. Edizioni Charta Srl; Bilingual edition. New York.

Mackrell, J. (2000) Out of Line: The Story of British New Dance. Dance Books Ltd. London

Morgenroth (2004) Speaking of Dance: Twelve Contemporary Choreographers on Their Craft. Routledge. 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:	30 hours
Tutorials:	2 hours
Directed Study:	50 hours
Independent Study:	68 hours
Total:	150 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 Items

#### Item 1: Continuous assessment

Weighting: 40%

Learning Outcomes addressed: 8.1, 8.3, 8.5, 9.1, 9.2, 9.3

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 the repertoire being explored.

#### Item 2: Performance of repertoire

Weighting: 60%

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

### 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	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated								
Studio Sessions	30	X	X	X	X	X		X	
Independent Study	68			X			X	X	X
Directed Study	50	X	X		X	X			
Tutorials	2			X		X	X		
Assessment method									
Continuous Assessment	40%	X		X		X	X	X	
Perform Dance Repertoire (60%)	60%	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. This module connects to other modules such as choreography and contextual studies, drawing its global influences from these strands of the programme. This module will allow further in-depth exploration of contemporary dance artists from around the world, focusing on specific elements of their work that will enable the student to explore in more detail, a particular choreographer’s social and cultural influences.

**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)