

1. **Title of the module**
Dance Technique – CHEDT1

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**
30 Credits, 15 ECTS

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn and Spring term

6. **Prerequisite and co-requisite modules**
N/A

7. **The programmes of study to which the module contributes**
Cert HE in Contemporary Dance

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 embody and perform set technical movement
 - 8.3 apply underlying principles and concepts relevant to the styles and genres studied
 - 8.4 evaluate and interpret information from a range of sources in the execution of set technical movement material
 - 8.5 apply creative modes of expression to set technical movement material
 - 8.6 take responsibility for the processing and application of information and feedback

These subject outcomes relate to the following programme outcomes:
A1, A3, A7, C2, E2, E3, E4, E5, F1 and H1

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 dance techniques relevant to current contemporary dance practices in an innovative and integrated model. Students will be introduced to a range of techniques, from, for example, Cunningham and release-based work, to improvisation and Flying Low, to ballet for contemporary dancers. The integrated approach ensures that students can gain understanding of conventional codified techniques, whilst also being introduced to more current approaches to contemporary dance training, as is fitting for conservatoire-level training.

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 a thorough 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 reflective practice in order to enhance technical, creative and performance skills and although the vast majority of sessions will be practical they will be supported by theoretical and academic underpinning.

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)**

Legg, J. (2011) Introduction to Modern Dance Techniques. Princeton Book Co. New York.

Simmel, L. and Kraft, E.M. (2017) Nutrition for Dancers: Basics, Performance Enhancement, Practical Tips. Routledge. London.

Staugaard-Jones, J. (2013) The Anatomy of Exercise and Movement for the Study of Dance, Pilates, Sports, and Yoga. North Atlantic Books; 1 edition. USA.

Franklin, E. (2012) Dynamic Alignment through Imagery. Human Kinetics; 2nd edition. London.

Quinn, E., Rafferty, S. and Tomlinson, C. (2015) Safe Dance Practice. Human Kinetics. Australia.

12. **Learning and teaching methods**

Practical technique classes	232 hours
Independent study	66 hours
Tutorials	2 hours
Total	300 hours

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, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 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 an one overall mark for this item.

Item 2: Continuous Assessment

Weighted: 70%

Learning outcomes addressed: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 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 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	8.6	9.1	9.2	9.3	9.4
Learning/ teaching method	Hours allocated										
<i>Practical Lectures</i>	232	x	x	x	x	x	x		x		
<i>Independent Study</i>	66			x		x	x	x		x	x
<i>Tutorials</i>	2				x			x	x	x	x
Assessment method											
<i>Practical summative assessment (30%)</i>		x	x	x	x	x	x	x	x	x	x

Continuous assessment (70%)		X	X	X	X	X	X	X	X	X	
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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

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 content of the module will focus specifically focus upon traditional western theatre dance styles as a foundation for the students’ physical training. These are taught broadly across the globe and are both expected and recognized as the foundation of any distinctive dance training. These styles may include Ballet, Graham-based, Humphrey-based, Limon-based, Horton-based, Cunningham-based, released-based techniques or somatic influences. These will be further enriched by a breadth of other styles, workshops and disciplines which support the students’ physical training.

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)