

MODULE SPECIFICATION

1. Title of the module

Performance Practice – CHEPP1

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)

Summer 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 appropriate working methods in the creation, rehearsal and performance of a dance piece

8.2 identify, evaluate and apply strategies to support effective group working in the production of a performance piece

8.3 apply creative modes of expression to movement material

8.4 evaluate and interpret information from an appropriate range of sources to support individual practice

8.5 take responsibility for the processing and application of feedback

These subject specific outcomes relate to the following programme outcomes:

A1, A2, A3, A4, A6, A8, B1, B2, B3, B4, D4, D2, E3, E4, E5, 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 integrate learning from multiple perspectives, connecting theory learnt in other modules and practice, to generate an inclusive learning environment in which concepts are explored using a broad range of teaching methods. Students will be introduced to the specific creative and technical demands of a rehearsal and performance process through working collaboratively with a choreographer to create, rehearse and perform a full length contemporary dance work.

Through this exciting process, reflective of a real-life company scenario, student are offered the opportunity to draw on all relevant skills and understanding from experiences in other modules to support their participation in the production of the work. Performance practice will explore work that connects dance techniques, choreography and related information from contextual studies, culminating in a group work to be performed at the end of the whole course of study.

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

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

Evans, M. (2019) Performance, Movement and the Body (Theatre and Performance Practices). Red Globe Press. London.

Franklin, E. (2013) Dance Imagery for Technique and Performance. Human Kinetics; 2nd edition. London.

Schechner, R. (2013) Performance Studies: An Introduction. Routledge; 3rd edition. London.

Tuffnell, M. (2014) Body, Space, Image. Dance Books Ltd; 2nd edition. 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

Teaching Methods:

MODULE SPECIFICATION

Studio based rehearsals:	200 hours
Independent study:	98 hours
Tutorials:	2 hours
Total:	300 hours

This module will focus on making connections between particular performative techniques and practices. This approach will enable students to develop a broad range of transferable skills whilst developing understanding of key methodologies and aspects of contemporary dance practice.

The final performance project is delivered intensively over a number of weeks and normally includes extended daily rehearsals to facilitate a high level of creative and physical involvement.

Sessions will take the form of studio-based explorations. In particular students will be exposed to multiple ideas around performance before moving into a creative, rehearsal and performance period at the end of term 2.

13. Assessment methods.

13.1 Main assessment Items

Item 1: Rehearsal process

Continuous Assessment - Students will be individually assessed for their contribution to, and performative engagement with, the creative process of a new work.

Weighting: 40%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4

Item 2: Performance

Weighting: 60%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4

Students will receive individual verbal and/or written feedback at the end of each assessment period.

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
Learning/teaching method	Hours allocated									

<i>Studio based rehearsals</i>	200	X		X		X	X		X	X
Independent Study	98	X	X		X		X	X	X	
Tutorials	2		X	X	X	X		X	X	X
Assessment method										
<i>Rehearsal process</i>	40%	X	X	X	X	X	X	X	X	X
<i>Performance</i>	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. This module is usually led by a faculty member or from a visiting artist. The brief of the commission is to

create a work which is devised and more democratic in its generation of content and structuring of ideas. Contribution and collaborative input through the devising process is also likely to raise issues of differences between students in what is interesting to them (including what is relevant to them given their diverse backgrounds). This diversity within the student body often presents a choreographer with a rich tapestry of ideas and provides the student with a culturally rich resource of experiences as a creator and performer.

18. Partner College/Validated Institution

Northern School of Contemporary Dance

19. University School responsible for the programme

School of the Arts

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.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)