MODULE SPECIFICATION

1. Title of the module
   Cultural Perspectives on Dance – CUDCD1

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
   15 Credits, 7.5 ECTS

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

6. Prerequisite and co-requisite modules
   NA

7. The programmes of study to which the module contributes
   CertHE in Contemporary Urban Dance

8. The intended subject specific learning outcomes.
   On successfully completing the module students will be able to:
   8.1 investigate socio and political contexts which have contributed to developments within contemporary urban dance
   8.2 evaluate and interpret information from an appropriate range of sources
   8.3 use appropriate information sources to present clearly structured and coherent arguments
   8.4 apply academic conventions as appropriate

9. The intended generic learning outcomes.
   On successfully completing the module students will be able to:
   9.1 work independently, set goals and manage their own workloads
   9.2 research and examine information, materials and experiences, formulate judgements, and articulate reasoned arguments through reflection
   9.3 use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material
   9.4 produce written work with appropriate scholarly and professional registers/conventions
   9.5 appropriately select, employ and adapt digital media and information technologies
10. **A synopsis of the curriculum**

In this module students will investigate the history and current context of urban dance practice 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 of what defines urban dance in terms of what it 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 engage curiosity.

This module will enable the student to place their studies and work across all modules within an appropriate and relevant context. Through this module students will be able to identify and discuss factors which have influenced urban styles, including cultural, historical, social, political, gender and race perspectives, drawing links between areas of their study, thus developing their critical and reflective skills. Through CUDUD1, CUDUD 2 and CUDUD 3 Urban Dance Styles 1, 2, and 3, students have the opportunity to explore this contextual knowledge in a practical way, through the way that urban dance is presented and the creative, technical modes in which these evolving styles are traditionally, socially, culturally and politically framed. One important key thread which is explored through this module is the influence of migration, travel and asylum on the culture / cross-cultural identity of urban dance. Students will be able to make reference to the array of immigrant stories around which dances have been made, has and how these have shaped UK urban dance. Student will explore how and why this has developed over generations. Students will be able to explore how and why urban dance is an ideal and well used vehicle for personal storytelling in the 21st Century.

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 urban dance which holds particular interest for them.

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


12. **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.

13. 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 outline
Weighting: 25%
Learning outcomes addressed: 8.1, 8.2, 8.3, 9.1, 9.2 and 9.3
Students should present a draft essay plan outline presented in an agreed tutorial

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 and 9.5
Students should present a written essay as a final document which responds to the feedback from item 1.

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)

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<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
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<tbody>
<tr>
<td>Learning/ teaching method</td>
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<td>Lectures &amp; studio sessions</td>
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<td>Tutorials</td>
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<td>Assessment method</td>
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<td>Essay/ presentation draft (25%)</td>
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12. 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.

13. **Campus(es) or centre(s) where module will be delivered**
   Northern School of Contemporary Dance (Chapel town Campus)

14. **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 Africa, Asia, Europe and America, as well as those who develop hybrid styles, encompassing influences of Western theatre dance forms. Viewing work from 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.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

15. **Partner College/Validated Institution**
    Northern School of Contemporary Dance

16. **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.

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<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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Module Specification Template with Guidance (May 2018)