1. **Title of the module**
   Creative Practice and Performance – CUDCP1

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 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 generate, interpret and develop movement material drawn from appropriate urban dance styles
   8.2 investigate choreographic approaches and structures connected to the making of urban dance work(s)
   8.3 create a coherently crafted choreographic work within a chosen theme or aesthetic
   8.4 apply organisational skills in order to collaborate effectively within autonomous independent project work
   8.5 apply appropriate working methods in the creation, rehearsal and performance of a dance piece within a setting or context appropriate to the urban dance landscape
   8.6 identify, evaluate and apply strategies to support effective group working

9. **The intended generic learning outcomes.**
   **On successfully completing the module students will be able to:**
   9.1 work effectively under pressure and to deadlines
9.2 work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity

9.3 identify personal strengths and needs, and reflect on personal development and opportunities for life-long learning

9.4 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection

9.5 understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts

9.6 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 explore the core principles of devising and developing movement material in order to craft a choreographed work, underpinned by understanding of the socio-political and cultural contexts of the urban dance styles and western theatre dance practices investigated throughout the programme of study. With an innovative ‘blended’ approach to theoretical, practical, dance-based knowledge and skills development, students will learn how to develop their individual creative voices, in order to confidently communicate their stories to the landscape of urban dance.

The main focus will be upon giving students a core set of skills and competencies and a fundamental understanding of relevant current and historical practices and practitioners, from which to develop an in-depth understanding of choreography and movement language. The range of tasks explored throughout the module will ensure that students have the opportunity to explore both solo and group work from a range of perspectives, ie. as a maker and as a performer.

The majority of sessions will be studio-based practical work, supported by theoretical and academic underpinnings including discussion of the works of seminal choreographers to ensure integration of knowledge across modules. This innovative and exciting course structure reinforces key learning and ensures a holistic approach to the development of the student within conservatoire-level training.

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


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: 72 hours
   
   Studio based rehearsals: 206 hours
   
   Tutorials: 2 hours
   
   Independent Study: 20 hours
   
   Total: 300 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 methods

   Item 1: Independent Choreographic Project

   Practical – approximately 3-5 minutes

   Weighting: 30%

   Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5 and 9.6

   Item 2: 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 9.5

   Item 3: Performance

   Weighting: 30%

   Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2 and 9.6
Students will be assessed in public performance of the work created during the rehearsal process (item 2).

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

13.2 Reassessment methods
NA

13. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>8.6</th>
<th>9.1</th>
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<tr>
<td>Performance (30%)</td>
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14. 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
essment 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.

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

16. **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 choreographic approaches 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.

   Readings on discipline-specific aspects of choreographic practice may be drawn from a broader variety of contexts and participants will be encouraged engage with that literature as a means of supporting their own creative practice.

   **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.**

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

18. **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.

<table>
<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)