1. **Title of the module**
   Urban Dance Styles 3 – CUDUD3

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)**
   Summer 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 embody safe dance practice principles and distinguish between concepts through a number of related urban dance styles and techniques
   
   8.2 embody and perform a comprehensive range movement vocabulary drawn from a number of related urban dance styles
   
   8.3 develop comprehensive skills of observation and visual, aural and spatial awareness
   
   8.4 construct, formulate and refine information from a range of sources in the execution of set technical movement material
   
   8.5 Interpret, formulate and embody creative modes of expression to set technical movement material

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

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
The urban dance styles modules focus upon three genres: Hip hop, Vogue and Carnival.

Alongside these modules, students will experience both underpinning styles (e.g. African Dance) and specific urban styles (e.g. Locking, popping, krumping, fem, armography, catwalk, mash-up based improvisation and playing mas)

The progression of the modules and curriculum enables the student to build from learning of baseline styles, through to classes which explore significant crossovers, into the application of hybrid styles used in the industry today.

The core genre studied will be Hip Hop, as this has the greatest breadth of related styles and overlapping connections to vogue and carnival. There is a focus on both the accurate execution of the style studied and developing an insightful understanding and personal connection to the socio-cultural, political, racial, global and economic influences out of which the style developed.

Extended theories surrounding the the modern multi-cultural and political landscape, social change developments and impact of youth culture / race / migration on present day communities and their meaningful and personal relationship to urban dance artists of today, will be further explored through CUDCD1 cultural perspectives on dance module. In practical sessions in this module these personal narratives will be explored and discussed further especially in relation to how hybrid styles have evolved and are deployed in collaboration with other arts forms. Students will have the opportunity to find their own identity and voice through the practice, theory and self reflection, which can be cross referenced to CUDCD1. The relationship between these modules enable students to formulate knowledge and understanding through theory, practice and personal narrative. Although the majority of sessions will be practical, they will be supported by theoretical and academic underpinning across all modules to include analysis of urban genres on film/media and related reading surrounding the genre as appropriate.

Urban Dance Styles 1, 2 and 3 are all 15 credit modules and the order in which style based classes they are delivered throughout the year may depend on tutor availability and other programming concerns, such as the stylistic demands of the choreographer commissioned to work with the students in the final Performance Practice module of the year.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)
12. Learning and teaching methods

<table>
<thead>
<tr>
<th>Practical technique classes</th>
<th>116 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent study</td>
<td>33 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>1 hours</td>
</tr>
<tr>
<td>Total</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

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, 9.1 and 9.4

Students will be assessed on their performance in a prepared class of the selected style.

Item 2: Continuous Assessment

Weighted: 70%

Learning outcomes addressed: 8.1, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 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. Students will be introduced to varied and relevant tools for carrying out this type of self-reflection, such as reflective journals, blog writing or personal podcasts to evidence, reflect upon and communicate personal development and narratives.

13.2 Reassessment methods

NA

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

14. Campus(es) or centre(s) where module will be delivered

Northern School of Contemporary Dance (Chapel town Campus)

15. 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 urban dance styles and creative, 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.

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

17. **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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>