

MODULE SPECIFICATION

1. Title of the module

Professional Practice: Project - MAPP1

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 7

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)

Spring term

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

MA in Dance & Creative Enterprise

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 articulate and apply sophisticated choreographic ideas, improvisatory and performance skills within the context of an ensemble work

8.2 investigate artistic working practices with critical awareness of different modes of working

8.3 systematically investigate the artistic context of the work as a result of engaging collaboratively with other performers during the creation of a piece of work for performance

8.4 effectively contribute to a complex artistic work with originality in application of knowledge in relation to the theme of the piece whilst comprehending the movement qualities and vocabulary

8.5 identify with and demonstrate at an advanced level, individual distinctive performance qualities, whilst highlighting both a technical and creative understanding of the work being performed

8.6 demonstrate an informed engagement with the processes of production, design and rehearsals by which contemporary dance is made, shared and performed

8.7 apply advanced technical, creative and interpretive skills to effectively communicate with recipients or audiences

These subject specific outcomes relate to the following programme outcomes: A1, A5 and B3

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 independently, set goals and manage their own workloads

9.2 solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving practice-based problems; the ability to create, identify and evaluate options; the ability to implement and review decisions whilst carrying out a professional role

9.3 understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals

9.4 recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

9.5 communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions for a variety of audiences

10. A synopsis of the curriculum

The aim of this module is to allow students to develop and refine their creative and performance skills at a sophisticated level. Students should seek to extend their performance knowledge and identify their own stylistic preferences and aptitudes. This professional practice module will enable students to engage in collaborative approaches to devising, rehearsing and performing as well as marketing and project management roles. Specific understanding of physical dynamics, musical phrasing and creative expression are further extended through students' participation in the production of a dance work, which is created through the collaborative process with a professional artist and their peers. This project is delivered intensively in blocks of rehearsal over a number of weeks and normally includes extended rehearsals to facilitate a high level of creative and physical involvement.

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

Cvejic, B. (2016). *Choreographing Problems: Expressive concepts in contemporary dance and performance*. London: Palgrave Macmillan

De Spain, K. (2015). *Landscape of the Now: A topography of movement improvisation*. Oxford: Oxford University Press

Fraileigh, S. (2015). *Moving Consciously*. USA: University of Illinois Press

Katan-Schmid, E. (2016). *Embodied Philosophy in Dance: Gaga and Ohad Naharin's movement research*. London: Palgrave Macmillan

Profeta, K. (2015). *Dramaturgy in Motion: At work on dance and movement performance*. USA: University of Wisconsin Press

Sheets-Johnstone, M. (2015). *The Phenomenology of Dance*. Philadelphia: Temple University Press

12. Learning and Teaching methods

Workshops/Rehearsal	125 hours
Tutorials (integrated into devising period)	2 hours
Independent study	173 hours
Total Study hours:	300 hours

This module provides appropriate experiences to enable students to meet the demands of the creation, rehearsal and performance of contemporary dance work. In addition to scheduled rehearsals students are expected, individually or in groups, to engage in extra rehearsals to refine movement material or performance elements as required.

Students should also take full advantage of the College's video library as well as seeing as many live performances as possible, thereby gaining more insight into the styles and approaches taken by contemporary choreographers and increasing critical awareness of the art form.

13. Assessment methods.

Item 1: Rehearsal (continuous assessment)

Weighting: 40 %

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4 and 9.5

A mark will be given for their contribution to the process of a collaborative performance piece

Item 2: Performance (summative assessment)

Weighting: 60 %

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4 and 9.5

A mark will be given for their individual performance within a group piece

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	8.7	9.1	9.2	9.3	9.4	9.5
Learning/teaching method	Hours allocated												
Workshops/ Rehearsal	125	X	X	X	X	X	X	X	X	X	X	X	X
Independent Study	173	X	X	X	X	X	X		X		X		X
Tutorials	2	X	X	X	X	X	X	X	X	X	X	X	X
Assessment method													
Item 1: Rehearsal (40%)		X	X	X	X	X	X	X	X	X	X	X	X
Item 2: Performance (60%)		X	X	X	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

Students on this postgraduate programme come from all over the world and from all kinds of backgrounds – including experience from other sectors of the creative industries. By very nature this Masters degree appeals to those who have an undergraduate degree and a passion for the arts, or those with previous experience working within the cultural sector and eclectic areas of interest they want to pursue. From digital crowdfunding to policies for the creative city, students are able to investigate their own subject and develop their individual professional path on the programme. Much of this surrounds their ability to engage in knowledge transfer with their peers and tutors, of whom thirty-five percent come from countries outside of the UK.

At Northern School of Contemporary Dance, the student population of the undergraduate degree programme come from a range of countries outside of the UK. Countries which traditionally feed our student body cover Western Europe, Eastern Europe, America, China & India.

Amongst our staff-base 2 tutors are French, one Czech/Dutch, one Australian and one Finnish. Drawing from their training and professional careers they bring a wealth of different experiences from outside the UK into their studio practice.

Within this module students are able to contextualise the work of their peers in wider contexts surrounding social and cultural world practices. Different arts genres and influences from other societies enable students to draw influence and value in their own work. Students are able to support this through shared practice and dialogue in relation to creative arts practice in their own countries. Students will work collaboratively to create a work that challenges, comments upon, or places itself within the context of a sociological or environmental theme. These are often drawn from global contexts with references to social and cultural elements from other countries. Learning outcomes and assessment items are intended to be flexible enough for differing influences to be explored as they happen and reflect the cohort population for any particular year.

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)