

## MODULE SPECIFICATIONS

1. **Title of the module**

Dance Technique – PGCD1

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**

20 credits, 10 ECTS

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Spring and Summer Terms

6. **Prerequisite and co-requisite modules**

None

7. **The programmes of study to which the module contributes**

MA in Contemporary Dance Performance

Postgraduate Diploma in Contemporary Dance Performance

8. **The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

8.1 Demonstrate a highly advanced self-awareness of the complex bodily structures in a dynamic process of safe alignment, while deepening and further extending range and quality of movement at a professional level.

8.2 Demonstrate a highly advanced, effective and refined use of breath, weight, tension and release, phrasing and musicality and sophisticated understanding of the lively interplay between these elements, at a professional level.

8.3 Demonstrate a highly advanced understanding of the relationship between imaginative impulse and physical expression to further advance technical skills at professional level.

8.4 Demonstrate a highly advanced and consistent level of technical and interpretative skills in context of studio practice.

8.5 Reflect on the application of their knowledge and skills in relation to studio practice.

9. **The intended generic learning outcomes.**

**On successfully completing the module students will be able to:**

9.1 Demonstrate a highly advanced level of self-direction and self-discipline in a variety of training and professional environments.

- 9.2 Demonstrate a highly advanced ability to manage constructively and effectively personal and interpersonal issues in a variety of training and professional environments.
- 9.3 Demonstrate a highly advanced ability to reflect upon experiential learning and personal development.
- 9.4 Demonstrate understanding of health and safety issues and the management of risks in a variety of training and professional environments.
- 9.5 Demonstrate a highly advanced ability to concentrate and focus on tasks for extended periods in a range of training and professional environment.

## 10. A synopsis of the curriculum

Company class is delivered at a professional level, usually with live accompaniment, and focuses on the further extension of students' technical skills through a variety of approaches involving the study of complex and challenging movement forms/variations. Throughout the module, classes are led and overseen by an appointed tutor or guest artist in readiness, for maintaining and improving the technical / performance standard of the student. Students are expected to respond in a professional way to challenges presented by a range of situations and environments, in order to work effectively and in a professional manner. Emphasis is also placed on adapting acquired skills to meet the demands of the company's performance repertoire. Students take responsibility for their own warm-up and cool-down before and after class and are expected to practice and rehearse outside of class hours. Discussion, further reading and peer observations contribute to the process of critical reflection and understanding of the individual's technical and expressive body as a tool for the performer.

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

- Alexander, K. (2000). *An introduction to Skinner Releasing Technique: Healthier Dancer Programme*. Newsheet No 11, London: Dance UK.
- Dyke, S. (2001). *Your Body Your Risk*. London: Dance UK
- Franklin, E. (1996). *Dance Imagery for Technique and Performance*. USA: Human Kinetics Books.
- Haas, J.G. (2010). *Dance Anatomy: Your illustrated guide to improving flexibility, muscular strength and tone*. Champaign IL: Human Kinetics
- Nettl-Fiol, R. (2011). *Dance and the Alexander Technique: exploring the missing link*. Urbana, [Ill.]: University of Illinois Press.
- Weber, R. (2009). *Integrating semi-structured somatic practices and contemporary dance technique training*. **Journal of Dance & Somatic Practices**, Vol.1, (2) p237-254.

## 12. Learning and Teaching methods

This module is delivered through lectures, seminars, practical workshops, tutorials, directed study, study packs, viewings of live and recorded dance works and independent study.

Practical Technique Classes (5x 1.5 hr classes x 20 weeks)	150 hours
Seminars (1hr seminar x 10 weeks)	10 hours
Directed Study (1x hr study x 10 weeks)	20 hours
Tutorials (5 x 1hr tutorials)	5 hours
Private study	15 hours

Total Study hours:

200 hours

### 13. Assessment methods.

Item 1: Continuous assessment: (class-based discussion, annotated bibliographies, critical self-reflection and peer observations) weighting: 60%

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

Continuous assessment enables specific milestones of formative feedback to be given to the student in all aspects of the above. This interim feedback enables opportunities for the student to improve in areas of their physical and analytical self, as preparation for summative assessment class.

Item 2: Summative assessment: (practical technique class) weighting: 40%

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

Summative assessment in the form of a panel assessment of a practical class reflects a final outcome for the module.

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	9.5
<b>Learning/teaching method</b>	<b>Hours allocated</b>										
<b>Private Study</b>	15	X				X	X	X	X	X	X
<b>Seminars</b>	10			X		X	X	X	X		
<b>Directed Study</b>	20	X	X	X	X	X	X	X	X		X
<b>Practical technique classes</b>	150	X	X	X	X		X	X		X	X
<b>Tutorials</b>	5	X	X	X		X	X	X	X		
<b>Assessment method</b>											
<i>Continuous assessment (60%)</i>		X	X	X	X	X	X	X	X	X	X
<i>Summative assessment (40%)</i>		X	X	X	X	X	X	X	X	X	X

15. **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 the Northern School of Contemporary Dance’s student support service, and specialist support will be provided where needed.**

16. **Campus(es) or Centre(s) where module will be delivered:**

Northern School of Contemporary Dance

17. **Partner College/Validated Institution:**

Northern School of Contemporary Dance

18. **University School responsible for the programme:**

School of the Arts

# MODULE SPECIFICATION



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## 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)