

1. **Title of the module**

Theory, Practice and Analysis of Performance – CA207

2. **School or partner institution which will be responsible for management of the module**

National Centre for Circus Arts

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

4. **The number of credits and the ECTS value which the module represents**

10 Credits (5 ECTS)

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

Autumn Term

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

N/A

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

Foundation Degree in Circus Arts

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

On successfully completing the module students will be able to:

- 8.1 Create and Analyse performances within the context of wider theoretical frameworks
- 8.2 Demonstrate an awareness of the artistic and cultural context in which performance is created
- 8.3 Articulate observations about performance which extends beyond personal opinion
- 8.4 Demonstrate artistic and aesthetic understanding through critical reflection on performance
- 8.5 Describe, theorise, interpret and evaluate performance from a range of perspectives, using subject specific vocabularies
- 8.6 Use the practices of various practitioners to understand that different parameters of critical response apply to different work

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

On successfully completing the module students will be able to:

- 9.1 Make an informed contribution to critical debate
- 9.2 Research information and present findings to an audience
- 9.3 Support ideas and arguments with evidence and identified source material
- 9.4 Successfully produce work with appropriate scholarly conventions
- 9.5 Work collaboratively and productively with others
- 9.6 Use media to present and support coherent ideas
- 9.7 Creatively solve problems to further independent and collaborative work
- 9.8 Consider, acknowledge and respect diverse opinions and the social, cultural and ideological positions from which they arise

10. **A synopsis of the curriculum**

This module aims to develop analytical and practical understanding of the way in which circus, theatre dance and other areas of performance are created and analysed.

Drawing on prior understating of practitioners examined in Performance in Theory and Practice, this module examines practitioners and movements of theatre, dance and circus creation, in the mid to late 21st century.

In using the creation process of these practitioners, we will look at how we reflect and analyse outputs of performing arts; to deepen students' understanding. Tutor and student led lectures will enable students to develop practitioner knowledge, and relevant frameworks and vocabulary for analysing performances.

Throughout a series of solo or duet performances based on practitioners, students will be provided tools and research response methods in order to help them reflect and analyse the work.

Students will work towards creating a group performance based on their research of practitioners and these will be analysed and discussed by the audience (Other Students) in a group forum.

Students will also submit a Video/Written assessment

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

Essential reading

Lerman, L. & Borstel, J. (2003) Liz Lerman's *Critical Response Process: A method for getting useful feedback on anything you make, from dance to dessert*. Birmingham: Dance Exchange;

Des Arts Feedback Method <https://vimeo.com/97319636>

Bauke Lievens Etal *Open Letters to Circus*

Students will also be set additional pre-session readings, are required to view a selection of live and recorded performances (as advised by the module leader), and are encouraged to view as many performances as possible during the module and the programme in general. Students are encouraged to read books around performance practice. See module leader for suggestions.

12. Learning and teaching methods

Lectures and student led seminars and discussions: 30 hours approx.

These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.5 and 9.6

Independent Study: 70 hours approx.

These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 and 9.8

Total Study Hours: 100 hours

13. Assessment methods

Assessment of a seminar presentation: 50%

This will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 9.1, 9.2, 9.3, 9.5 and 9.6

Recorded Verbal Presentation (*Ted Talk*) 50%

This will address learning outcomes 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3 9.4, 9.5, 9.7 and 9.8

Students must pass both the seminar presentation and submitted assignment elements of this module in order to have met the module learning outcomes.

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	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8
Learning/teaching method	Hours allocated														
Lectures and student led seminars & discussions	30	X	X	X	X	X	X	X	x	X		x	X		
Independent Study	70	X	X	X	X			X	X	X	X	x	X	X	X
Assessment method															
Seminar Presentation		X	X	X	X	X	X	X	X	X		X	X		
Participation		X	X	X	X	X	X	X	X	X		X		X	X

15. Inclusive module design

The Collaborative Partner 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

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

National Centre for Circus Arts

17. Internationalisation

The student body at the National Centre for Circus Arts is an international community, providing the Centre with the opportunity to share experiences and prior learning in Circus Arts (a relatively young and rapidly developing international discipline), and with the benefits of cross-cultural understanding.

Graduates from the National Centre work in a wide range of contexts internationally. To retain our focus on employability we continue developing the skills and attributes which will enable students to compete for employment world-wide. We ensure that the curriculum content reflects relevant international or global developments in Circus Arts and we embed learning through international perspectives.

Curriculum content is informed by theoretical concerns and practice based research from around the world. Our team of circus, movement, theatre and contextual studies tutors, as well as visiting lecturers, directors and choreographers, are continually engaged with professional development and skill sharing with international colleagues, bringing global techniques and principles to the programme.

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.

18. Partner College/Validated Institution

National Centre for Circus Arts

19. University School responsible for the programme

School of 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)