

# MODULE SPECIFICATION

1. **Title of the module**

The Student Devised Piece – CA209

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 (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

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)**

Spring and Summer Terms

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

CA211 Circus Discipline Level 1

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 Propose and devise a piece for performance through the application of learnt vocabulary in their circus discipline whilst assuming their own artistic approach
- 8.2 Create material for performance that is self-directed and be able to justify the choices they have made
- 8.3 Evidence research undertaken and explain the application of that research to the process of creation
- 8.4 Practically apply prior learning to shape and form ideas into a coherent finished product
- 8.5 Construct a formal proposal for an artistic project
- 8.6 Take direction and integrate feedback into the creative process
- 8.7 Assert clear creative choices and express these choices through performance
- 8.8 Sustain integrity and focus in performance
- 8.9 Demonstrate an elemental understanding of health and safety issues within a production setting

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

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

- 9.1 Work effectively with a greater degree of autonomy, assuming responsibility for their own creative process
- 9.2 Communicate their needs effectively to others to achieve their goals
- 9.3 Manage a project alongside other personal workloads with a minimal level of supervision
- 9.4 Apply acquired knowledge to find creative solutions to problems during the process of devising and performing

## 10. A synopsis of the curriculum

In this module students will apply all of their learning from across the Foundation Degree – physical training, performance skills and theoretical work – to the creation of a piece of work for performance. They will devise, rehearse and perform a devised piece using their circus discipline in a performance context. Students may create a piece alone, or may collaborate with another student (or students) in their year group. The module includes a series of presentations, all assessed as part of the process leading up to the performance of the piece – in early presentations students should demonstrate and discuss a rough outline of their idea(s), progressing to a more developed stage of work and with more research and preparation re music, costume etc. The final presentation will be a performance of a fully completed and finished piece of work, ready for production rehearsals. Assessors and teachers will provide feedback to students following each presentation.

The work should be the student's own creation, but they are encouraged to seek advice and feedback wherever possible. There will be no scheduled taught sessions for the creation and rehearsal of the piece other than presentations, technical rehearsals and performances – the student must manage this in their own time – but students are encouraged to utilise the time they have scheduled for module CA211 Circus Discipline Level 1 to rehearse with their discipline teachers.

The module will conclude with in-house assessed performances of the final piece.

Students will also be expected to submit an assignment in the form of a project proposal (1000 words) during the development of the piece, and a reflection on the process and performance (1000 words) following the final performance.

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

There is no set reading for this module, which is student led – each student undertakes independent research and follows an individual learning path. However, some recommended readings regarding devising are listed below:

Bicat, T. & Baldwin, C. (Eds.), *Devised and Collaborative Theatre: a Practical Guide*. Marlborough: Crowood, 2002

Burrows, J., *A choreographer's handbook*. London: Routledge, 2010

Graham, S. & Hoggett, S. (2009). *Frantic Assembly book of Devising Theatre*. London: Routledge

## 12. Learning and Teaching methods

Presentations, technical rehearsals and Performances: 30 hours approx.  
 These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.2 and 9.4  
 Independent study: 170 hours approx.  
 These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3 and 9.4  
 Total Study Hours: 200 hours

## 13. Assessment methods.

Continuous assessment of a student's engagement with the devising process, including a series of presentations, makes up 60% of assessment for this module.

This method of assessment will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.6, 8.9, 9.1, 9.2, 9.3 and 9.4.

Assessment of each student during the final performance makes up 20% of the assessment for this module.

This method of assessment will address learning outcomes 8.1, 8.7 8.8, 9.2 and 9.4.

An assignment of 2000 words (project proposal 1000 words and reflection 1000 words) will make up 20% of the assessment of this module.

This method of assessment will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 and 9.4

Students must pass all elements of assessment in order to have met the learning outcomes of the module.

Minimum attendance requirement for this module – for scheduled presentations and the production period – is 100%. All absences must be approved through concessions procedures. A first absence without concessionary approval will lead to a formal warning, and a second absence will lead to the student being withdrawn from the production and failing the module. An alternative project will be offered for retrieval.

## 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	8.8	8.9	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated													
Presentations, technical rehearsals and performances	30	X	X	X	X	X	X	X	X	X		X		X
Independent study	170	X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment method														

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Continuous assessment of process		X	X	X	X		X			X	X	X	X	X
Continuous assessment of performance		X						X	X			X		X
Assignment: Project proposal and reflection		X	X	X	X	X	X							X

15. **The Collaborative Partner 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 University's/ Collaborative Partner's (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.**

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

National Centre for Circus Arts

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

National Centre for Circus Arts

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

School of 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.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)