

MODULE SPECIFICATION

1. Title of the module

Circus in the 21st Century – CA311

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 6

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

BA (Hons) in Circus Arts

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Show knowledge and conceptual understanding of the work and approach of several current circus companies and practitioners
- 8.2 Fluently employ a critical vocabulary to analyse and interpret contemporary performances
- 8.3 Identify trends in circus, draw connections between circus and other areas of inquiry, and situate their own work in a wider context
- 8.4 Generate original circus specific research

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Apply methods and techniques learned from previous study in order to initiate and carry out projects
- 9.2 Sustain arguments and be able to confidently critically evaluate the arguments of others
- 9.3 Communicate information and ideas effectively in a variety of contexts
- 9.4 Undertake independent investigation, retrieval and management of information and original specialist materials

10. A synopsis of the curriculum

This module allows students to analyse and contextualise developments in contemporary circus. Through a series of student-led theoretical presentations on specific practitioners and companies, the module will explore current practices, engage students in critical viewing, examine questions of genre, and consider the ways in which the work studied responds to wider social, political and artistic trends. Students will also produce an original piece of research in the form of a practitioner interview and reflective essay.

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

Leroux, Louis & Batson, Charles R. eds. (2016) *Cirque Global: Quebec's Expanding Circus Boundaries*. Montreal: McGill-Queen's University Press

Purovaara, Tomi (2012). *An Introduction to Contemporary Circus*. Stockholm: STUTS

Tait, Peter & Lavers, Katie eds. (2016). *The Routledge Circus Studies Reader*

Wall, Duncan. (2013). *The Ordinary Acrobat: A Journey into the Wondrous World of the Circus, Past and Present*. New York: Alfred A. Knopf

Seminars will be student led and additional readings will be assigned by each individual seminar leader.

12. Learning and Teaching methods

Lectures and student led seminars and discussions: 20 hours approx.

These will address learning outcomes 8.1, 8.2, 8.3, 9.2, and 9.3

Independent Study: 80 hours approx.

These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, and 9.4

Total Study Hours: 100 hours

13. Assessment methods.

Group presentation 40% of final grade

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

Interview and Essay 40% of final grade

This will address learning outcomes 8.3, 8.4, 9.1, 9.3 and 9.4

Participation 20% of final grade

This will address learning outcomes 8.1, 8.2, 8.3, 9.2, 9.3 and 9.4

Students must pass the interview/essay elements of this module as well as either the presentation of participation elements in order to ensure that all learning outcomes have been met.

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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	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated								
Lectures/student led seminars and discussions	20	X	X	X			X	X	
Independent study	80	X	X	X	X	X	X	X	X
Assessment method									
Presentation		X	X	X	X	X	X	X	
Interview/Essay				X	X	X		X	X
Participation		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

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MODULE SPECIFICATION

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)