

# MODULE SPECIFICATION

1. **Title of the module**

Movement and Composition 2 – CA313

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**

15 credits (7.5 ECTS)

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

Autumn and Spring Terms

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 Effectively employ a range of dance compositional skills (such as time, dynamics, relationships and phrasing)
- 8.2 Understand the range of influences upon an audience's experience and reading of circus, dance and other movement-based performance forms
- 8.3 Demonstrate a strong level of creative and interpretive skills
- 8.4 Respond to a brief whilst maintaining their individual artistic voice
- 8.5 Devise and structure inventive, internally coherent performance material

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

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

- 9.1 Demonstrate an effective approach to collaborative work
- 9.2 Make informed evaluations of their own work and the work of others
- 9.3 Engage in creative problem solving and make appropriate decisions within complex and/or unpredictable situations
- 9.4 Demonstrate an approach to time and workload management consistent with that necessary for a self-employed artist

**10. A synopsis of the curriculum**

This module advances students’ ability to apply principles of choreography and composition to the creation of new work. Students will devise and perform original movement pieces, with particular attention to space and architecture, imagery, performer-audience relationships, and conceptual coherence.

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

Birch, A. & Tompkins, J. (Eds.), *Performing Site-Specific Theatre: Politics, Place, Practice*, Palgrave Macmillan UK, 2012

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

Machon, J. (Ed.), *Immersive Theatres: Intimacy and Immediacy in Contemporary Performance*, Macmillan Education UK, 2013

Shahn, B., *The shape of content*. Cambridge, Mass.: Harvard University Press, 1958 (The Charles Eliot Norton lectures, 1956-1957).

**12. Learning and Teaching methods**

Studio based tutor led sessions and workshops: 30 hours  
 These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2 and 9.3  
 Independent study: 120 hours  
 These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4  
 Total Study Hours: 150 hours

**13. Assessment methods.**

Assessment of the module is split over 2 terms, with students receiving 1 grade for each term. The final module grade is an average of these 2 grades.

Continuous assessment of movement work and process: 75% of grade for term

These will address learning outcomes 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4

Presentation: 25% of grade for term

These will address learning outcomes 8.1, 8.2, 8.3, 8.4, and 8.5

**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
Learning/teaching method	Hours allocated									

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Studio based tutor led sessions and workshops	40	X	X	X	X	X	X	X	X	
Independent study	110	X	X	X	X	X	X	X	X	X
<b>Assessment method</b>										
Continuous assessment of movement work and process		X	X	X	X	X	X	X	X	X
Presentation		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)

**MODULE SPECIFICATION**



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