

1. **KentVision Code and title of the module**

NCA101 – Circus Discipline

2. **Division and School/Department 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 4

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

60 Credits (30 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 and/or any module restrictions**

N/A

7. **The course(s) of study to which the module contributes**

Compulsory to the following courses: Foundation Degree in Circus Arts

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

On successfully completing the module students will be able to:

8.1 An understanding of Anatomy and Physiology related to the demands of the physical outputs connected with circus.

8.2 Apply concepts of physical preparation to their chosen discipline, including Warm up/cool down, mobility and conditioning, physical maintenance, injury prevention (prehab) and rehabilitation.

8.3 Understand how the biomechanics of their chosen discipline can be applied directly to skill progression.

8.4 Develop kinaesthetic, proprioceptive and spatial awareness commensurate with their discipline choice.

8.5 Understand the importance of independent training and self-led practice to complement tutor led sessions and ensure continued progression.

8.6 Understand the essential safety protocols related to specific circus disciplines.

8.7 Understand the fundamental principles of specific circus discipline training.

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

On successfully completing the module students will be able to:

- 9.1 Demonstrate understanding of professional conduct in a creative environment
- 9.2 Work productively with others to achieve common goals
- 9.3 Respond to feedback and use it to adjust their work.
- 9.4 Demonstrate the levels of engagement required in high level training in preparation for the profession, including attendance, punctuality, and engagement
- 9.5 Maintain concentration and focus for extended periods

10. **A synopsis of the curriculum**

This holistic module is the backbone of the first year of the Foundation Degree, with work undertaken in each term preparing the students stage by stage for future development on the course.

In the Autumn Term (Term 1) students will look at the expectations of the course and be provided with the fundamental tools and basic principals of circus training and be introduced to the process of self-assessment with regards to physical preparation and pedagogy. Alongside specific circus training introducing students to a range of disciplines (discipline trial sessions), students will attend lesson in Anatomy and Physiology, biomechanics and a range of supplementary classes such as Pilates, Condition, Trampolining and Acrobatics. Students will begin devising a warm up/cool down or conditioning plan that will be delivered to students in term 2 to assess their understanding of physical preparation.

In the Spring Term (Term 2) students will begin training in their chosen discipline selected from the previous terms discipline trial sessions. Students will work with a teacher in scheduled classes and be allocated independent practice time where they will hone their skills in autonomous learning. Students will continue to have lectures in Anatomy and Physiology as well as attending supplementary classes that best compliment their chosen discipline (e.g. handstands, acrobatics, trampoline, Pilates etc.) these will assist the student in the progression of their discipline by helping them to develop physically (e.g. core control, alignment, posture, line, timing, dynamics etc.)

The Summer Term (Term 3) will be a continuation of term 2 with a focus on the development of the students independent training practices, students will also begin to synthesize the skills they are learning in performance modules and applying them to their technical training. Students are assessed on both their technical progress in their discipline during the summer term and their approach to their discipline training (or professional practice). The latter will take into account their engagement, attendance and management of their training in both discipline and supplementary classes as well as their ability to work independently outside of teacher led classes, skills which are essential to the development of a professional circus artist and key to their progression through the course.

11. **Reading list**

NCCA is committed to ensuring that core reading materials are available in the NCCA library or in electronic format available on Microsoft Teams.

The most up to date reading list for each module can be found on the specific module Channel in TEAMS.

Demey, S & Wellington, J., *Theory, Guidance & good Practice for Training*, FEDEC, 2010
<http://www.fedec.eu/file/248/download>

Students are encouraged to watch as much circus related material as possible. The Following Links are recommended (list not exhaustive)

FEDEC: https://www.youtube.com/channel/UCSFIKngz_srmWjK5sFgGW3Q/videos

National Centre for Circus Arts: <https://www.youtube.com/user/CircusSpaceLondon>

École National de Cirque (Montreal): <https://www.youtube.com/c/ecolenationaledecirque>

Cirque Eloize: <https://www.youtube.com/@cirqueeloize>

The Gandinis: <https://www.youtube.com/@gandinijuggling>

Barely Methodical Troupe: <https://www.youtube.com/@barelymethodicaltroupe1744>

Complicite: <https://www.youtube.com/@CompliciteCompany/videos>

DV8: <https://www.youtube.com/@DV8PhysicalTheatre/videos>

12. Contact Hours

Private Study: 300 hours

Contact Hours: 300 hours

Total: 600 hours

13. Assessment methods

13.1 Main assessment methods

Assessment of the Module is split over 3 terms, with students receiving 1 grade for each term. The final module grade is reached through aggregating these 3 grades based on the weightings below.

Autumn term assessment: 33.3% of overall module grade.

Continuous assessment of progress in supplementary classes: 50% of grade for term

Continuous assessment of Professional Practice: 50% of grade for term

Spring term assessment 33.3% of overall module grade.

Continuous assessment of Progress in Discipline and supplementary Classes: 40% of grade for the term

Continuous assessment of professional practice: 40% of grade for term

Assessment of warm up or cool down session: 10% of grade for term

Summer term assessment 33.3% of overall module grade.

Continuous assessment of progress in discipline and supplementary classes: 50% of grade for term

Continuous assessment of professional practice: 50% of grade for term

13.2 Reassessment methods

Via the like-for-like reassessment of failed individual component(s) of assessment

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcomes against learning and teaching methods:

Module learning outcome	8 1	8 2	8 3	8 4	8 5	8 6	8 7	9 1	9 2	9 3	9 4	9 5	9 6
Private Study				x	x	x	x	x	x		x		
Contact hours Studio Based Tutor-Led Sessions	x	x	x	x	x	x	x	x	x	x	x	x	x
lectures	x	x	x					x	x	x	x	x	x

Module learning outcomes against assessment methods:

Module learning outcome	8 1	8 2	8 3	8 4	8 5	8 6	8 7	9 1	9 2	9 3	9 4	9 5	9 6
Continuous Assessment of Progress	x	x	x	x	x	x	x						
Continuous Assessment of Professionalism								x	x	x	x	x	x
Assessment of warm up/ cool down	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 course.

18. **Partner College/Validated Institution**

National Centre for Circus Arts

19. **University Division responsible for the course**

Division of Arts and Humanities