

1. **KentVision Code and title of the module**  
NCA103 – Movement 1
  
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**  
15 Credits (7.5 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 Ability to communicate effectively through movement and confident use of the body
  - 8.2 Adopt enhanced co-ordination, awareness and attention to detail
  - 8.3 Ability to explore different ways of initiating and sustaining the creative process
  - 8.4 Ability to reflect on their artistic motivations and interests
  
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  - 9.1 Exercise initiative and take responsibility within the learning situations
  - 9.2 Communicate information and ideas in a variety of ways
  - 9.3 Apply creative thinking and imagination to problem-solve
  - 9.4 Successfully produce work with appropriate scholarly conventions

9.5 Recognise and conform to the accepted boundaries of a professional working environment

## 10. A synopsis of the curriculum

The movement module serves to interrogate how the body moves and how it is incorporated into the circus disciplines, It will look at fundamental foundations of movement and how to make them relevant to the students' performance.

The investigation of the elements of physical performance will include body alignment, experiential anatomy (study of the body from within), movement practitioners and movement techniques. Students will learn how to bring research to their performance practice. This Module will look at developing a physical literacy, spatial awareness, physical memory and expressivity.

Regardless of the students' previous experience, as each term progresses, the course provides skills and techniques to understand movement and it's influences on a deeper and more complex level, this in turn encourages the circus art form to be pushed further with the aim to ultimately produce exciting and unique works. The module is continuously assessed throughout the 3 terms with a written assessment in the Summer (3<sup>rd</sup>) term.

## 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.

Bremser, M., *Fifty Contemporary Choreographers*, London: Routledge, 2001

Carter, A. (ed.), *Rethinking Dance History: A Reader*, London: Routledge, 2004

## 12. Contact Hours

Private Study: 69 hours

Contact Hours: 81 hours

Total: 150 hours

## 13. Assessment methods

### 13.1 Main assessment methods

Assessment of the Module is split over 3 terms, with students receiving 1 grade Autumn and Spring terms and 2 grades in the Summer Term. The final module grade is reached through aggregating these 3 grades based on the weightings below.

## MODULE SPECIFICATION

Alternative assessments to written work are available in the form of live or video presentations.

**Autumn term assessment: 30% of overall module grade.**

Continuous assessment of movement work throughout Autumn Term

**Spring term assessment 30% of overall module grade.**

Continuous assessment of movement work throughout Spring Term

**Summer term assessment 40% of overall module grade.**

Continuous assessment of movement work throughout Summer Term 20% of Grade  
Assignment Submission (1500 words): 20% 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<br>1 | 8<br>2 | 8<br>3 | 8<br>4 | 9<br>1 | 9<br>2 | 9<br>3 | 9<br>4 | 9<br>5 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Private Study  |        |        |        | x      | x      | x      | x      | x      | x      |
| Contact hours<br>Studio Based<br>Tutor-Led<br>Sessions | x      | x      | x      | x      | x      | x      | x      | x      | x      |

#### Module learning outcomes against assessment methods:

| Module learning outcome           | 8<br>1 | 8<br>2 | 8<br>3 | 8<br>4 | 9<br>1 | 9<br>2 | 9<br>3 | 9<br>4 | 9<br>5 |
|-----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Continuous Assessment of Progress | x      | x      | x      | x      | x      | x      | x      | x      | x      |
| Assignment Submission             |        |        |        |        | 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

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