

MODULE SPECIFICATION

1. KentVision Code and title of the module

NCA305 Contemporary Circus in the 21st Century

2. Division and School/Department or partner institution responsible for the module

National Centre for Circus Arts

3. The level of the module

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 Term

6. Delivery of the module

6.1. Mode of study

In person

6.2. Campus(es) or centre(s) where module will be delivered

National Centre for Circus Arts

7. Prerequisite and co-requisite modules and/or any module restrictions

n/a

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

BA (Hons) in Circus Arts

8.1. The module is compulsory for the following courses

BA (Hons) in Circus Arts

8.2. The module is optional for the following courses

n/a

9. A synopsis of the curriculum

This module allows students to analyse and contextualise developments in contemporary circus. Through a series of external practitioner lectures and student-led theoretical presentations on specific companies, the module will explore current practices, engage students in critical viewing, examine questions of genre, and consider the ways in which the

MODULE SPECIFICATION

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.

10. Contact Hours

Private Study: 114 hours

Contact Hours: 36 hours

Total: 150 hours

11. Learning and teaching methods

This module will be delivered via lectures, seminars and workshops

12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Show knowledge and conceptual understanding of the work and approach of several current circus companies and practitioners

12.2 Fluently employ a critical vocabulary to analyse and interpret contemporary performances

12.3 Identify trends in circus, draw connections between circus and other areas of inquiry, and situate their own work in a wider context

12.4 Generate original circus specific research

13. The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Apply methods and techniques learned from previous study in order to initiate and carry out projects

13.2 Sustain arguments and be able to confidently critically evaluate the arguments of others

13.3 Communicate information and ideas effectively in a variety of contexts

13.4 Undertake independent investigation, retrieval and management of information and original specialist materials

14. Assessment Strategy

14.1. Main assessment methods

Group presentation	40% of final grade
Interview and Essay	40% of final grade
Participation	20% of final grade

MODULE SPECIFICATION

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.

How the assessment methods outlined above fit with the course assessment strategy?

Group Presentation (40% of module grade)

This aligns with collaborative productions and practical performances, emphasising teamwork, initiative, and professional-level performance. It supports the strategy's goal of assessing students' interpersonal skills and ability to contribute to group projects. The group presentation assesses students' ability to work effectively in a team, reflecting real-world challenges in the circus profession where collaboration is essential.

Interview and Essay (40% of module grade)

This corresponds to submission of written work and may include reflective journals and problem-solving projects outlined in the strategy. It assesses students' ability to articulate their ideas, analyse concepts, and communicate effectively through writing and verbal communication. The combination of an interview and essay caters to different learning styles and provides students with opportunities to demonstrate their understanding of analytical and research skills.

Participation (20% of module grade)

This aligns with contributions in class, including oral, intellectual, practical and creative contributions outline in the strategy. It assesses a students' engagement, preparation, and active participation in class activities and discussions.

The combination of group presentation, interview and essay, and participation assessments align with the NCCA's assessment strategy, providing students with diverse opportunities to demonstrate their skills, receive timely feedback and engage in continuous development. These assessment methods support a dynamic, inclusive, and supportive learning environment conducive to student success and achievement of their potential in the circus arts field.

15. Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14)

15.1. Module learning outcomes against learning and teaching methods

Module learning outcome	12.1	12.2	12.3	12.4	13.1	13.2	13.3	13.4
Lectures and Seminars	x	x	x			x	x	
Private study	x	x	x	x	x	x	x	x

15.2. Module learning outcomes against assessment methods

MODULE SPECIFICATION

Module learning outcome	12.1	12.2	12.3	12.4	13.1	13.2	13.3	13.4
<i>Presentation</i>	x	x	x	x	x	x	x	
<i>Interview/essay</i>			x	x	x		x	x
<i>Participation</i>	x	x	x			x	x	

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

16. 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.

Mee, Declan & Pinchbeck, Oliver (2022) Notes on Creation. Katapult Berlin

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

<https://thecircusdiaries.com/>

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

17. Inclusive module design

The National Centre for Circus Arts 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.

MODULE SPECIFICATION

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

18. Partner College/Validated Institution

National Centre for Circus Arts

19. University Division responsible for the course

Division of Arts and Humanities

MODULE RECORD

All revisions for this module are recorded in the table below for student and staff information.

Date approved	New/ Material/ Major/ Minor revision	Start date of delivery of this version	Applies to new cohorts and/ or existing students	Sections revised (if applicable)