

# TRINITY LABAN

## Programme Specification (Undergraduate)

<b>Programme</b>	BA (Hons) Contemporary Dance
<b>Awarding Institution</b>	Trinity Laban Conservatoire of Music and Dance
<b>Location of study</b>	Laban Building
<b>Mode and duration</b>	3 years full time
<b>UK Credits</b>	360
<b>ECTS</b>	180

### Summary Description

The BA (Hons) Contemporary Dance programme is designed for students wishing to develop as an independent, autonomous learner and grow into a confident, creative dance practitioner. The three-year programme will facilitate the development of your individual artistic voice, and by the end of the course you will have created and performed a wide range of challenging dance works within various settings and to diverse audiences. Through intensive practice you will have acquired dance skills at the highest level. You will have participated in creative processes directed by professional dance artists, and you will have researched, created, and presented your own choreography.

You will have encountered a range of dance cultures through which you will have developed a sophisticated subject expertise and a nuanced understanding of contemporary dance within a global society. You will have investigated, through theory and practice, the role that collective creative acts play to make a positive impact on civic life.

Situated in the interdisciplinary context of Trinity Laban you will have developed collaborative skills and engaged with different modes of artistic expression and outcomes presented across different media as well as in theatres and other performance spaces. You will have developed resourcefulness and acquired the digital and entrepreneurial skills that support your transition into a sustainable professional career or progression to postgraduate level study.

Year 1 introduces and prepares for the different strands of the curriculum. It aims to develop fundamental core skills and provides exposure to new ways of working within

dance techniques, creative practices, performance, and contextual knowledge. All students follow the same programme at this level. You will gain a robust understanding of frameworks for critical reflection on contemporary dance and arts practice.

Year 2 further encourages versatility and risk-taking to enhance your artistic voice and its connectedness to wider current arts practices and communities. You will continue to study the subjects introduced in Year 1, developing, and defining craft and further integrate your skills, knowledge and understanding in those specialist dance areas. In addition, an elective component will enable you to explore an area of individual interest without compromising on the other strands. This will place dance in the context of either film, music collaboration, performance design or community practice.

Year 3 stresses independent and in-depth research as well as advanced technical, creative, and professional skills development. You will be encouraged to further develop your identity as an individual artist and create a personally relevant portfolio of work. You will undertake an Independent Research Project during leading which you develop, within a negotiated framework, a substantial piece of self-directed research with a devised, performance or written outcome. You will be able to further focus on your strengths and interests by choosing a distinct direction within one of the following areas: choreography, performance, technical training, and teaching.

The programme seeks to:

- I. Prepare students to meet the challenges of a multi-stranded career within the dance profession and to be the creators of its future
- II. Offer students extensive experience as performer and choreographer through intensive creative processes and regular performance opportunities
- III. Provide interaction with the profession through regular working opportunities with practising dance artists
- IV. Instate principles of safe practice as a basis of physical efficiency, well-being, and longevity in the dance profession
- V. Develop students' understanding of how their technical expertise resources their creative contribution to diverse choreographic and performance contexts
- VI. Provide a means whereby students engage with analytical and critical perspectives on dance and foster their capacity to reflect on their practice and that of others
- VII. Make connections between strands of learning within a context of contemporary artwork and ideas

- VIII. Foster the development of the student's individual artistic voice alongside the acquisition of skills
- IX. Develop students' understanding of the role their work can play in contributing to cultural debate and active citizenship
- X. Facilitate the development of student autonomy progressively through the programme

## **Learning Outcomes**

Learning Outcomes are in line with the QAA Subject Benchmark 2019.

### **Knowledge and understanding**

On successful completion of this programme, a student will be expected to be able to demonstrate

- A1 an embodied understanding of a diverse range of dance techniques and practices
- A2 in-depth knowledge and critical awareness of selected dance practitioners and their creative genealogies in historical and cultural contexts
- A3 an understanding of a range of processes by which dance performance is created, realised, managed, distributed, and documented
- A4 an awareness of the interdisciplinary elements of dance and how to apply appropriate knowledge, concepts, and skills from other disciplines
- A5 a nuanced understanding of the use of group processes in the creation of work and of working within hierarchical and non-hierarchical structures
- A6 secure grasp of the methods and methodologies used in dance related research
- A7 an understanding of the different modes of creative and critical enquiries and frameworks
- A8 an understanding of the ethical implications of research and performance to ensure activities are undertaken in safe and supported environments for specific audiences/participants

- A9 a differentiated insight into the role which dance in all its forms may play in contributing to cultural debate and active citizenship
- A10 a secure knowledge of the principles of safe dance practice and physical maintenance of the dancing body

### **Skills**

A student will be expected to be able to demonstrate a confident and secure ability and capacity to

- B1 take responsibility as an individual artist whether working independently or within a group for creative decision-making
- B2 transform an idea into distilled choreographic language
- B3 develop an individual interpretation within the framework determined by a choreographer's intention
- B4 apply performance skills as an individual and as a member of a group effectively to engage with an audience
- B5 use fundamental movement principles within complex and extended movement phrases
- B6 dance with clarity, precision and confidence in both rehearsed sequences and movement material met for the first time
- B7 adapt to the different demands and recognise intersections of various technical styles and choreographic processes
- B8 interrogate own practice and evaluate the process as it progresses
- B9 identify and investigate areas of specialist interest compatible with long term professional goals
- B10 initiate, plan, and complete an independent creative research process and projects
- B11 communicate with confidence and clarity ideas, intentions and processes to different audiences through a range of media
- B12 use technologies competently in the realisation, execution, and documentation of research outcomes and performance
- B13 apply critical response and analytical skills such as:

- describing, theorising, interpreting, and evaluating texts and events from a range of critical perspectives and using appropriate subject-specific vocabularies
- developing skills of observation and visual, aural, and spatial awareness
- identifying and discriminating between primary and secondary sources
- accessing and analysing historical source materials to identify the original conditions and contexts for production
- investigating performance environments to determine how place, site, and space shape the events they accommodate

### **Values and attitudes**

The following values and attitudes shape the learning environment in which students are expected and supported to

- C1 assume responsibility for own role and the progression of own work
- C2 work professionally within a group
- C3 articulate ideas, observations, and reflections with peers
- C4 fully engage with independent and autonomous learning approaches
- C5 evidence professional conduct; maintain required regular attendance and an engaged approach to learning and creating

### **Graduate Attributes**

In achieving institutional learning and teaching goals, Trinity Laban aims to produce graduates from our Undergraduate programmes who:

1. Are highly creative and resourceful and exhibit excellence in technical dance skills within contemporary dance in its widest sense
2. Have outstanding performance skills
3. Are familiar with the possibilities offered by and through collaborative forms of working
4. Have extensive knowledge of the context within which dance work is created and performed

5. Are confident in the creative use of technologies within dance
6. Have the skills to develop as effective project leaders, able both to devise and manage their own performance projects, workshops, research, and to participate as team members in such activities
7. Have the capacity to recognise the applied potential of the art form of contemporary dance to engage with a variety of contexts such as social, community, performance, business, education
8. Have the potential to articulate persuasively and encourage and direct the participation of others in dance
9. Are equipped to take advantage of the wide range of employment opportunities available within the arts industries, and who understand how to generate their own work and have the skills to manage a sustainable and enriching career.

## Curriculum

### Structure

Each year is structured into modules which are divided into components. All modules are core modules and there is no compensation applied on any module.

Module Title	Module Code	Module Credits	Module Components	Contact Hours	Study Hours	Level
BA1						
Creative Practice 1	D40002	30	Choreography 1	65	80	4
			Choreological Studies 1	30	40	
			Improvisation	36	20	
			CoLab 1	20	9	
				151	149	300
Performance Practice 1	D40003	15	Performance Project	90	60	4
				90	60	
Technical Practice 1	D40001	60	Dance Techniques 1	380	52	4
			Physical Awareness and Development	33	35	

			Complementary Embodied Practices	50	50	
				463	137	600
Investigating Dance 1	D40040	15	Historical Perspectives on Dance	42	50	4
			Research Methods 1	16	20	
			Leading and Facilitating	12	10	
				70	80	150
<b>Summary BA1</b> 120 credits						
774 Contact hours, 426 independent study hours, 1200 total hours						
<b>BA2</b>						
Creative Practice 2	D50002	40	Choreography 2	111	165	5
			Choreological Studies 2	19	20	
			Contact Improvisation	42	15	
			CoLab 2	20	8	
				192	208	400
Performance 2	D50003	15	Dance Repertory Project	114	36	5
				114	36	150
Technical Practice 2	D50001	45	Dance Techniques 2	345	40	5
			Physical Awareness and Development 2	10	12	
			Complementary Embodied Practices 2	28	15	
				383	67	
Investigating Dance 2	D50004	20	Cultural Perspectives on Dance	36	19	5
			Research Methods 2	10	10	
			Dance Industry Placement	26	44	
			Dance and the Moving Image*	30	25	
			Dance Artists in Education and Participatory Settings*	30	25	

			Performance Design*	30	25	
			Dance and Music collaboration* *Students are required to select one of the four component electives.	30	25	
				102	98	<b>200</b>
<b>Summary BA2</b> 120 credits						
790 Contact hours, 410 independent study hours, 1200 total hours						
<b>BA3</b>						
Year Options	3D60041	10	Dance Artist as Choreographer*	16	84	6
			Dance Artist as Teacher (Contemporary Technique) *	31	69	
			Dance Artist as Performer*	16	84	
			*Students are required to select one of the four options			
				31 (16)	69 (84)	100
Performance 3	D60031	30	Commissioned Work 1 company class	30		6
			Commissioned Work 1 rehearsal and performance production	90		
			Commissioned Work 1 tour	24		
			Commissioned Work 2 company class	30		
			Commissioned Work 2 rehearsal and performance production	90		
				264	36	300
	D60001	40	Dance Techniques 3	341	20	6

Technical Practice 3			Complementary Embodied Practices	22	17	
				363	37	400
Investigating Dance 3	D60040	40	Dance Industry Engagement	16	20	6
			Independent Research Project	5	339	
			Research Methods 3	20		
				41	359	400
<b>Summary BA3</b> 120 credits						
735 Contact hours, 465 independent study hours, 1200 total hours						

### Key Progression Points

Students are required to achieve all credits in each year to progress to the next year of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.

### Options/Electives

BA2 Electives enable students to gain new experiences within a new specialist area, whilst BA3 options allow students to focus deeper on an established area of interest.

#### Year 2 Electives:

- Dance and the Moving Image
- Dance Artists in Education and Participatory Settings
- Performance Design
- Dance and Music Collaboration

#### Year 3 Options:

- Dance Artist as Choreographer
- Dance Artist as Teacher (Contemporary Technique)
- Dance Artist as Performer

In Year 2 and Year 3 students are required to select and complete one of the component electives/ options. If there are insufficient numbers of students interested in an elective/ option, it may not be offered. There may also be timetabling consideration that limit your choices. If an elective/ option will not run, you will be advised as soon as possible and given help to choose an alternative.

## Learning and Teaching

<b>Total contact hours: 2299 hours</b>
<b>Total self-directed study hours: 1301 hours</b>
<b>Total learning and teaching hours: 3600 hours</b>
<b>Total credits: 360</b>

## **Learning and teaching methods**

The learning and teaching methods are designed to meet the Programme Aims and Learning Outcomes. A wide range of methods is used to meet the diverse learning approaches of the students and to provide a breadth and depth of learning experiences essential for the rigorous training of multi- skilled dance artists who will be able to maximise their professional opportunities in the highly competitive dance field. Methods include:

- Studio based practical classes
- Lectures and seminars in smaller learning groups
- Individual and group tutorials
- Tutor and guest artist led workshops
- Self-directed study
- Individual and group projects
- Educational visits
- Self and peer feedback
- Professional placement and projects
- Student tours to a range of performance contexts
- Hands-on practical task-based activities
- Online classes
- Asynchronous tasks, lectures and learning resources

## **Placements and Exchanges**

Students can elect to undertake a period of research through a work placement in a self-selected sector of the dance industry or alternatively they can participate in an approved external performance project. These activities take place during Year 2 of the Programme as part of the *Dance Industry Placement* component. A separate Placement Handbook will be provided for further guidance.

Facilitated through partnerships between TL and universities and conservatoires abroad students may apply to undertake a period of study abroad during Term 1 of Year 2.

## **Assessment**

## Overview

A wide variety of assessment methods is used to reflect the diverse learning experiences you will encounter on the programme and to give you the opportunity to demonstrate your acquisition of a broad as well as in-depth range of skills, knowledge and understanding necessary for you to become a rounded and versatile dance artist.

## Summative Assessment Map

<b>BA1 Level 4 - pass/ fail assessments</b>			
<b>Module title (credits)</b>	<b>Component</b>	<b>Assessment type</b>	<b>Word count/ length</b>
Creative Practice 1 (30)	Choreography 1	Creative task with verbal reflective presentation	3 mins performance/ 2 mins presentation
	Choreological Studies 1	Analysis of choreography task through verbal presentation	5 mins presentation
	Improvisation	Continuous assessment based on coursework observation	N/A
Performance 1 (15)	Performance Project	Observation of rehearsals and performances of second work	N/A
Technical Practice 1 (60)	Dance Techniques 1	Continuous assessment based on coursework observation of selected techniques	N/A
	Physical Awareness and Development	Reflective Essay	1200 words
Investigating Dance 1 (15)	Research Methods 1	Verbal group presentation with Panel Q&A	15 mins, 10 mins
	Historical Perspectives on Dance	Essay	2000 words
<b>BA2 Level 5 - percentage grades</b>			
<b>Module title (credits)</b>	<b>Component (percentage)</b>	<b>Assessment type</b>	<b>Word count/ length</b>
Creative Practice 2 (40)	Choreography 2 (50%)	Creative task with written document	6 mins/ 1000 words

	Choreological Studies 2 (20%)	Creative task with analysis through verbal presentation	5 mins performance/ 5 mins presentation
	Contact Improvisation (30%)	Continuous assessment based on coursework observation	N/A
Performance 2 (15)	Repertory Project Creation (50%)	Observation of rehearsals and performances	N/A
	Repertory Project Theory (50%)	Filmed lecture demonstration	8 mins
Technical Practice 2 (45)	Dance Techniques 2 (100%)	Continuous assessment based on coursework observation of selected techniques	N/A
Investigating Dance 2 (20) <i>*Students complete one elective</i>	<i>Dance and the Moving Image (50%)*</i>	Creative group task with individual written reflection	3 – 4 mins, 1000 words
	<i>Dance Artists in Education and Participatory Settings (50%)*</i>	Individual assessment within taught group task with lesson plan	10 mins teaching each, 1000 words
	<i>Performance Design (50%)*</i>	Individual assessment within group design presentation with supporting documentation	15 mins, 1000 words
	<i>Dance and Music Collaborations (50%)*</i>	Creative group task with individual written reflection	5 – 8 mins, 1000 words
	Cultural Perspectives on Dance (50%)	Essay	2500 words
	<b>BA3 - Level 6 – percentage grades</b>		
Year 3 Options <i>*Students complete one option</i> (10)	<i>Dance Artist as Choreographer (100%)*</i>	Creative task with introductory presentation	8 mins, 5 mins
	<i>Dance Artist as Performer (100%)*</i>	Performance with either written reflection or recorded presentation	8 – 12 mins, 1000 words or 8 mins
	<i>Dance Artist as Teacher (100%)*</i>	Teaching class excerpts with reflective discussion plus full class plan	12 mins teaching, 3 mins presentation, 1000 words

Performance 3 (30)	Commissioned Work (100%)	Assessment of first work based on observation of company class, rehearsals, and performances on tour. The second work is assessed as pass/ fail based on a minimum of 80% attendance.	N/A
Technical Practice 3 (40)	Dance Techniques 2 (100%)	Continuous assessment based on coursework observation of selected techniques	N/A
Investigating Dance 3 (40)	Independent Research Project (100%)	Negotiated Assessment Wholly written: 6000 - 7000 words written document Mixed mode: 8 - 12 mins performance or 15 - 20 mins presentation or film (length negotiated) plus 3000 - 4000 words written document plus 10 mins viva voce Fully practical: 8 - 12 mins performance or 15 - 20 mins presentation or film (length negotiated) plus 2000 words document plus 10 mins viva voce plus (digital) sketchbook	

## What do I have to do to pass?

### Formative preparation and feedback

Not all components carry a summative assessment, but all components comprise of formative coursework and tasks and opportunities of formative feedback to enable you to meet the module's learning outcomes and help you to prepare for the summative assessments. You must therefore satisfy the attendance requirements for all the components within each module. Formative feedback will be given in several ways. This might include a combination of verbal feedback during class time on ongoing coursework, individual written feedback and individual tutorials, group tutorials and guided peer-feedback.

### Summative Assessments

To pass a module, you need to achieve a pass grade in Year 1 summative component assessments. Summative assessment tasks attached to teaching components in Year 2 and Year 3 are graded 0 - 100%. Successfully completed modules are awarded a

module grade which is an aggregate of the grades of the assessment tasks attached to the individual teaching components contained within the module. The grade will reflect, in the view of the assessors, the extent to which your work has met the assessment criteria. To pass a module, you need to achieve a minimum grade of 40% in Year 2 and 3 summative component assessments.

The methods of summative assessment are set out in the Module Specification. For each student a module mark shall be calculated as a weighted average of the marks for the individual components. The weightings assigned to the components are set out in the Module Specification.

There is no compensation allowed in respect of components within a module. There is no compensation in respect of modules.

Grade descriptors, component-specific assessment criteria, general criteria, and general criteria for written work and for oral presentations can be found in your Programme Handbook.

Work submitted in respect of an individual summative assessment task which does not fulfil the requirements of a pass grade will be deemed to have failed (F, or below 40%). An assessment task awarded a fail (F, or below 40%) may be redeemed by gaining a pass in the requisite assessment task(s) at resit (capped at the pass mark).

Failure to submit work in respect of an individual assessment task results in the recording of a non-submission grade (0). An assessment task awarded a non-submission grade (0) may be redeemed by gaining a pass in the requisite task(s) at resit (capped at the pass mark). The right to a re-sit opportunity is at the discretion of the assessment board and students deemed not to have fully engaged with the programme may be required to withdraw.

One resit of each failed summative assessment task is permitted except for word based assignments (written; oral presentation): two resits of failed assessment tasks permitted. Students must be deemed to have passed all assessment tasks within each module to complete the module and accrue the module credits. All Year 1 modules must be completed to progress to Year 2. Year 2 modules must be completed to progress to Year 3.

### **The Professional Conduct Regulations and attendance requirements**

The Professional Conduct Regulations require a responsible approach to own learning and to working with others plus a minimum of 80% attendance for all components of all modules.

Components with continuous assessments have a more specified policy related to attendance, extensions and resits which is published alongside the assessment brief at the beginning of the year.

### **Feedback on summative assessments**

After the assessment you will receive a written report within 21 working days on the work you have done, and this will also indicate the grade awarded. All grades are subject to confirmation by the Assessment Board at the end of the academic year.

## Awards

This programme can lead to one of four awards: on successful completion of all Year 1 (Level 4) modules, the Certificate of Higher Education (CertHE); on successful completion of all Year 1 and Year 2 (Level 4 and 5) modules the Diploma of Higher Education (DipHE); and on successful completion of all Year 1 and Year 2 (Level 4 and 5) modules and 80 credits at Year 3 (Level 6, all modules except D6004) the Ordinary Degree and on successful completion of all of the 360 programme credits (at Levels 4, 5 and 6), the BA (Hons) degree.

### Degree Classification

Classification of the award will be determined as follows:

For classification purposes, the overall mark for Year 2 is weighted at 20% and the overall mark for Year 3 is weighted at 80%. Year 1 modules do not count towards classification.

The overall mark for Year 2 of the Programme will be decided based on the overall aggregate of all modules calculated in accordance with: a) the prescribed weightings of components within modules; b) the weighted average of the modules within the programme based on the number of credits ascribed to each module.

The overall mark for Year 3 of the Programme will be decided based on the overall aggregate of all modules calculated in accordance with: a) the prescribed weightings of components within modules; b) the weighted average of the modules within the programme based on the number of credits ascribed to each module.

Year	HE Level	Credits	Weighting (%)
3	6	120	80%
2	5	120	20%
1	4	120	Pass/ Fail

### BA (Hons):

Class 1 (I)	Minimum 70%
Class 2 Upper Division (II:i)	Minimum 60%
Class 2 Lower Division (II:ii)	Minimum 50%
Class 3 (III)	Minimum 40%

The CertHE is awarded without classification.

The minimum percentage in the overall aggregate of Year 1 and 2 (Level 4 and 5) modules for recommendation for the DipHE awards shall normally be:

With Distinction	Minimum 70%
With Merit	Minimum 60%
Without classification	Minimum 40%

## **Admissions Criteria**

### **Audition Requirements**

Entry to the programme is dependent upon selection at audition. You can audition on-site or through the recorded audition process.

The onsite audition takes place at the Laban building and consists of the following:

- Creative Class
- Release Technique Class
- One additional Dance Technique Class
- An individual interview

The audition panel consists of the three tutors involved in the delivery of the audition classes and a fourth panel member as appropriate.

Applicants who cannot attend auditions in person may submit recordings of themselves. The recordings are auditioned in the same way as live auditions and are considered by relevant tutors. These applications are submitted using Embark, and guidelines are available on the TL website.

### **Academic Entry Requirements**

- Two A level passes at Grade E or above. For overseas candidates: International Baccalaureate, Abitur and Gymnasium are recognised. Alternatives may be considered.
- Applicants for whom English is not their first language should demonstrate proficiency in English equivalent to IELTS 5.5 in all 4 areas or Trinity ISE II.