

Programme - Applied Studies in Dance

Year 1 PG Cert/Dip (60 M-Level credits)
Year 2 PG Cert/Dip (120 M-Level credits)
Year 3 MA (180 M-Level credits)

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INTRODUCTION

Welcome to this is unique degree programme through which professional dancers can find access and success in higher education. There has been much interest in the programme since its inception in 1997 because it was the first long-term venture for a University to provide a customised programme for a Company that would enable dancers to continue their professional careers and invest in academic study. The University of Birmingham and Birmingham Royal Ballet have a special relationship in this venture. In 2004 and 2008 opportunity has been broadened to include other dancers who meet the entrance requirements and this will bring a new vibrancy and potential to the study days and networks that will emerge.

The degree is part-time and requires much serious study, time and energy, which dancers have devoted with great success in previous cohorts. If you wish to finish after one year of study and successful completion of 60 Masters level credits you can take the **Post Graduate Certificate**, if you wish to finish after the second year, having successfully completed 120 credits you can receive a **Post Graduate Diploma**, if you successfully complete the third year dissertation you will have the **MA**.

Entry requirements:

- Good first degree
- or specialist entry route:
 1. Minimum three years professional experience
 2. Company testimonial
 3. Written assignment
 4. Interview

Application forms available from – School of Education Carol Barry Tel 0121 414 2655,
C.Barry@bham.ac.uk

Closing date – August 1st 2008 (Minimum 12 required for feasible cohort)

Programme organisation – One module per term (3 a year) for two years, each delivered over two intensive weekends normally scheduled in line with non touring / performing periods for Birmingham Royal Ballet.

FEES (As at April 2008), Yr 1 £1,400, Yr 2 £1,400, Yr 3 £1,400 plus inflation

MODULE STRUCTURE and CODES:

Year One:	Level	Credit Value	Banner Code
Dance in Education and the Community	M	20	11 18056
Combined Arts	M	20	11 18057
Dance Science	M	20	11 18058
Year Two:			
Contemporary Issues and Dance	M	20	11 18059
Outreach Placement	M	20	11 18060
Research Methods	M	20	11 18061
Year Three:			
Dissertation	M	60	11 18062

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(PG Cert programme code 5690, PG Dip programme code 5691, MA Applied Studies in Dance PT post-05 programme code 6510)

Link: <http://selfservice.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getSearchItems>

Educational Aims of Programme

To utilise and extend the knowledge, skills and understanding of professional dancers in a part-time, post-experience programme

To focus on the dance world beyond professional theatre dance with a particular focus on dance in education and the community and dance science

To develop critical awareness, evaluate skills and new insights into professional practice

To facilitate independent research and originality in the application and interpretation of knowledge related to the lives of professional dancers

To advance scholarship in dance by combining academic perspectives and personal professional experience in the field

To develop skills and qualities of communication, problem solving, decision-making, critical reflection, self-direction, autonomy and responsibility

Modules	Title	Content	Summary of Method of Assessment
Year 1	Dance in Education and the Community (11 18056)	This module will increase students' knowledge of dance in education and dance in the community, broadening their understanding of and sensitivity towards diverse contexts of dance beyond the professional theatre. Students will be introduced to the rationale, principles and practice of dance in the National Curriculum and also will examine the theoretical concepts of community and nature of community projects. The historical contexts of dance in education and dance in the community will be examined as will the value of an education in, through and about dance. The rationale, principles and practice of Artists in Education and a consideration of the motivations and specialised skills of the community worker/dance artist will offer a relevant focus within the module. Students will be introduced to notions of good practice in dance in school and community contexts. The introduction of planning and research methods such as observation and interviewing will enable students to undertake evaluative research in a school or community dance context.	Prepare, implement and evaluate a dance in education project or a dance in community project (4,000 words or equivalent) One 15-minute Presentation (50%) One 2,000 word written submission (50%)
	Combined Arts (11 18057)	To introduce philosophical debate to arts issues; to interrogate the possibilities implicit in cross arts practice; to examine combined arts as a teaching strategy; an introduction to arts appreciation and artistic judgement. Students will be introduced to debates surrounding the nature, purpose and cultural function of art forms. These themes will be explored from different perspectives, for example practitioners' know-how and philosophical underpinnings, viewing art as a way of knowing. Experiential learning across diverse art forms, for example art, music, ceramics and poetry, will underpin debate about relationships between art forms eg medium, process and product, intention and appreciation. The educational value of the arts will permeate the course, alongside the opportunity to meet artists in education working across diverse art forms.	Portfolio of documentary and analytical material, prefaced with relevant theoretical dialogue and concluded with emergent theory/practice debate, together with viva (4,000 words or equivalent)
	Dance Science (11 18058)	The module aims to introduce students to a wide range of elements directly and indirectly associated with the Science of Dance. These include general health and dance related injuries, levels of physical fitness, nutritional status, psychology and gender differences, heredity, age, environmental conditions and stage materials. It enforces the notion of the dancer as a 'performing athlete' that is necessary for meeting choreographic demands and exhausting dance schedules. The students will also be introduced to the concept of scientific rigorous and methodological design. Where possible the use of local specialist facilities will be incorporated.	One 1,500 word or equivalent continuous assessment file of short tasks (40%) One 2,500 word written assignment (60%)

Year 2	Contemporary Issues in Dance (11 18059)	This module will develop students' knowledge of dance in society, the theory of arts management, and also introduce student to research in areas of dance related to increasing understanding of working with diverse groups of people in educational and community contexts. After an introduction to sociological perspectives such as functionalist, critical theory, interactionist and figurational theory, students will examine issues of equity from: class, gender, age, disability, ethnicity/race, sexuality, and the 'social body' and the effects of these contemporary issues on popular perceptions of dance. This will link to an investigation of the ways in which the arts, and dance in particular, are managed and marketed. Students will increase their knowledge of research methods by examining related dance research focused on particular groups of people, for example: children in schools, children in intensive training, the youth dance movement, boys in dance, ethnic minorities in dance. Where relevant socio-psychological issues will be addressed. Since related dance research in this domain is still limited, links will be made with that available in 'similar' areas eg sport and class, gender, age, sexuality, the body and disability.	One 1,000 word equivalent presentation (25%) One 3,000 word written assignment (75%)
	Outreach Placement (11 18060)	Student will negotiate a field placement through which they can apply and develop their knowledge, skills and understanding of dance. Students will have the opportunity to plan, implement and evaluate a practical dance project involving an aspect of dance in a placement setting. This will necessitate analysing relevant issues, eg language for dance (analysis and composition), structuring and developing the project, taking/sharing responsibility, analysing artist/group interface, resourcefulness, evaluation and assessment.	Journal analysing the student's involvement in an outreach project from inception to fruition (4,000 words or equivalent)
	Research Methods (11 18061)	To increase students' knowledge, skills and abilities in handling and interpreting the research process, with a particular focus on the 'education context' in its widest sense. Students will study the principles and purposes for research in 'educational contexts'. They will examine issues of methodology and quantitative and qualitative methods with in-depth analysis of some, for example: case studies, action research, experimental design and survey methods. They will study values and critical perspectives of research methods. The module will also contain advice and support, including IT support, for particular fields of interest that students wish to pursue for dissertation purposes.	One 4,000 word research proposal or similar that may act as a pilot project for the Master's Dissertation. Project to be chosen by the researcher in relation to their purpose and interest, and agreed with the module tutor.
Year 3	Dissertation (11 18062)	The module aims to facilitate achievement of an in-depth investigation into a topic selected by the researcher. The title will be negotiated with the tutor and will proceed via individual tutorials.	One 20,000 word or equivalent dissertation