



If not directly aligned what content allows students the opportunity to explore issues, such as well-being, global citizenship, social responsibility, ethics? Please state:

**DAN2301 Body Matters in Performance (as of 2023)**

This Level 5 module explores holistic and sustainable approaches to embodied research. Body Matters in Performance introduces deeper explorations into sustainable ecologies of dance practice and allows the student, through embodied experiences of postmodern dance traditions and Somatic Practice, to experiment and develop their own personal approaches to dance research in relation to other, matter, and 'being in the World'. It places emphasis on kinaesthetic empathy and engaging with an ethos of acceptance and care. The approaches to study and embodied explorations in Body Matters in Performance cultivate an awareness of response-ability and the need for promoting sustainable practices in an age of climate emergency. The Somatic approaches on this module focus on the relation between movement and well-being and its possible applications in different dance and health settings. In doing so it aligns with UNESCO's Sustainable Development Goals (SDG) for Good Health and Well Being (SDG3) and Climate Action (SDG 13).

Two of the module LOs align with, but do not explicitly articulate the SDGs:

- Apply effective practices and processes in the development of a dance research project.
- Embody understanding of specialised areas of dance and movement practice, recognising the importance of the reflective practitioner.

**3) Materials and resources**

In what ways are the materials and resources that you intend to use sustainable? i.e. Online working, reusable equipment...

The embodied practice elements of the module take place in a variety of settings both indoors and outdoors, with a focus on the resources used – where possible natural light, working in outdoor settings – all aimed at making a minimal impact on resources and carbon footprint.

Which resources on your reading list include an ESD focus:

- ALDERS PIKE, A., 2021. Eco-Art Therapy in Practice. Oxon: Routledge.
- HUNTER, V. 2021. Site, Dance, and Body: movement, materials, and corporeal engagement. Basingstoke. Palgrave Macmillan.
- KARKOU, V., OLIVER, S. and LYCOURIS, S. eds. 2017. The Oxford Handbook of Dance and Wellbeing. New York: Oxford University Press.
- OLSEN, A. and MCHOSE, C., 2014a. The Place of Dance: A Somatic Guide to Dancing and Dance Making. Middletown: Wesleyan University Press.
- REEVE, S., ed., 2013. Body and Performance. Axminster: Triarchy Press.
- TUFNELL, M., 2017. When I open my eyes: dance, health, imagination. Hampshire: Dance Books.
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**4) Inclusion of formative activities**

How will your formative activities address SDG goals i.e.: groupwork, real-world applications, assessment literacy, social responsibility, engagement with online case studies? Provide details of at least one formative activity that complements an SDG goal.

Activity Method and Aim	SDG number	Target theme number
Students have the option to work in small groups on a research topic. Students working individually conduct embodied research workshops with their peers, to that their learning and research is carried out in relation to others and their experiences in the world. According to HEA's guidance on ESD "[c]ollaborative learning is a social process, where knowledge and meaning are co-constructed and can lead to creativity and open innovation" (2021: 36).	3 13	3.4 13.3

<p>Students expand their knowledge, understanding, and experience of the body in relation to self, other and the environment, where sense-based information and perception are understood to be a dynamic system of interaction with the world. Underlying this is the principle that as students develop their sense of self-awareness and their working environments, they are more able to adapt artistic practice to a variety of settings, that may include those associated with health and well-being. Much of the students' learning on their practical projects is problem-based learning (PBL).</p> <p>According to HEA's guidance on ESD this student-centred approach "is appropriate for interdisciplinary and interprofessional learning, and to support student in problem identification and envisioning and evaluating alternative outcomes" (2021: 38). The above speak to promoting mental health and well-being 3.4, and environment awareness 13.3.</p>		
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**5) Subject focus in summative assessments**

<p>Are your Summative Assessments ESD focused:    Yes                      No    X                      – if yes provide examples in the table below:</p>		
<p><b>Assessment Method and Aim</b></p>	<p><b>SDG number</b></p>	<p><b>Target theme number</b></p>
<p>No, as the students identify their own research title that speaks to the module content. They present their research in a visual essay with practical illustration. The title may appear as ocular-centric, however, students have the option to include audio documentation, and a wide range of artistic research documentation to support their findings.</p>		

**6) Opportune teaching moments to implement sustainable practices**

<p>Opportune moments arise in the present. However, it is possible to be prepared for the more obvious opportunities that will arise such as inductions. Try to list the areas which you could raise student awareness of SDGs (e.g. plagiarism, integrity &amp; ethics in subject area, energy efficiency, water efficiency, recycling, procurement and storage).</p> <ul style="list-style-type: none"> <li>• Energy efficiency – how to carry out your research with minimal impact on resources.</li> <li>• If using objects for artistic and or embodied research, ensure that students source and rescue materials for re-cycling.</li> <li>• Make use of digital reading materials. - Integrity and ethics when researching with and or about others.</li> </ul>
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