1. **Title of the module**
   Improvisation into Performance (UGCD32)

2. **School or partner institution which will be responsible for management of the module**
   London Contemporary Dance School

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   Level 6

4. **The number of credits and the ECTS value which the module represents**
   30 Credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Term 2

6. **Prerequisite and co-requisite modules**
   NA

7. **The programmes of study to which the module contributes**
   BA (Hons) Contemporary Dance

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   
   8.1 demonstrate the ability to confidently manage a commitment to the group whilst maintaining the integrity of their own decision making process whilst improvising.
   
   8.2 demonstrate authoritative solo and group improvisation skills
   
   8.3 demonstrate an understanding of the use of a score in improvisation
   
   8.4 demonstrate integration of vocal, text and movement skills within improvisation
   
   8.5 demonstrate the application of acquired composition and improvisation skills in a performance context
   
   8.6 demonstrate a developed embodiment and knowledge of the subtlety of a range of different dance techniques
   
   8.7 demonstrate how they absorb and adapt kinaesthetic information with increasing confidence and critical understanding

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   
   9.1 applied creative and imaginative skills
   
   9.2 reflexive and independent thinking
   
   9.3 sustained concentration and focus for extended periods
   
   9.4 understanding of group dynamics and an ability to implement it in practical context handling creative, personal and interpersonal issues
   
   9.5 negotiation skills and the ability to pursue goals with others

10. **A synopsis of the curriculum**
    This course will progressively prepare students to collaborate on performing an ensemble improvisation of approximately 30 minutes in front of an audience. The course aims to give students confidence in their own spontaneous physical impulses, ideas and feelings, with the aim of expressing these impulses, ideas and feelings in a way which is visible to an audience. Particular attention will be paid to how the improviser can take inspiration from and respond to the expressions of other members of the ensemble.
Learning how spontaneous physical expression can be judged in relation to personal opinions about composition, the compositional limitations of a given performance situation and the structural decisions of the ensemble will be discussed and broken down in class exercises.

Workshops will confront the common blocks to performance improvisation such as self-doubt, hyperactivity, ‘blocking’ and will offer students the opportunity to developing strategies for dealing with these blocks. The structuring of improvisation will be explored; the use of scores, which may include the use of set material, text, vocal sound, music and other theatrical elements. The module will also focus on accessing the individuals previous technical and choreographic training and bringing it to bear on an improvisational situation. Students’ continuance of their technical training is an integral component of the module.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and teaching methods

- Contact hours, Improvisation workshops 115 hours
- Technique class 90 hours
- Self-directed study 95 hours
- Total Hours: 300

13. Assessment methods

- Continuous Assessment of improvisation 30%
- Continuous assessment of technique 30%
- Improvised Performance 40%

   **Note on Continuous Assessment**: This is designed to assure and evaluate the student’s ongoing engagement with the course and aptitude for embodied knowledge/cognition. Students will receive clear criteria for this assessment at the beginning of the modules concerned.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)
## Module Specification

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
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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**

   London Contemporary Dance School

17. **Internationalisation**

The student body at LCDS is an international community; through celebrating the diversity this brings to the undergraduate department and sharing experiences from all over the globe, we aim to harness the benefits of cultural understanding and empathy.

Graduates from LCDS work in a wide range of situations internationally. To retain our focus on employability we recognise the need develop the skills and attributes which will enable students to compete for employment world-wide. Therefore we ensure that the undergraduate curriculum content reflects relevant international or global concerns and we celebrate the positive aspects of learning through international perspectives.
Curriculum content is informed by theoretical and philosophical concerns from around the world. Dance educators represent global techniques, principles and philosophies.

All students benefit from seeing the work of visiting artists in a variety of settings across London and at The Place Theatre, where the programming is known and respected for its international focus. Further, these artists are invited to give workshops and talks to undergraduate students, thereby increasing their understanding and critical thinking in relation to different cultural perspectives.

The benefits of online Library resources now available to students cannot be underestimated; further, students at LCDS enjoy the additional benefit of studying opposite the British Library which gives them unparalleled access to reading material.

In these ways, internationalisation is embedded in the undergraduate programme and all students benefit from developing an individual voice which is informed by listening to others from all around the world.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution
   London Contemporary Dance School

19. University School responsible for the programme
   School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

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