1. **Title of the module**
   Repertory UGCD34

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 (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 an understanding of the personal adaptations necessary in the process of learning and performing pre-authored repertory work
   8.2 demonstrate a sensitivity to the nature and demands of the work being explored and an understanding of where it sits in the evolution of contemporary dance
   8.3 demonstrate a collaborative attitude to the process of reconstruction
   8.4 demonstrate confidence and the capacity to adapt to the ‘unknown’ eventuality of live performance
   8.5 demonstrate a curiosity, motivation and concentration throughout the learning process
   8.6 demonstrate sophisticated embodiment and knowledge of the subtle differences between a range of different dance techniques and their appropriate application
   8.7 demonstrate the ability to 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 demonstrate applied creative and imaginative skills
   9.2 demonstrate reflexive and independent thinking
   9.3 demonstrate sustained concentration and focus for extended periods

10. **A synopsis of the curriculum**
The module is concerned with learning, rehearsing and performing an established contemporary dance work. The work is intended to challenge the students in an appropriate manner and require them to make the adaptation necessary to the demands of realising a piece of choreography. Students will be supported to realise their place in the repertory work as a contributing interpreter, that is making the work their own, rather than approaching their place in the repertory as a 'hired body'.

Repertory for this module is chosen from the wide canon of works created within the field of contemporary dance over the last 50 years. Previous works that have been explored include pieces by Trisha Brown, Richard Alston, Stephen Petronio, and Fin Walker.

The students continued exploration of technique and its relationship to the creative process and with interpretation is an integral aspect of this module.

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


Links to relevant work and other appropriate material specific to the work being investigated to be distributed.

12. Learning and teaching methods

Technique classes 90 hours

Rehearsal/workshop 115 hours

Independent research 95 hours

Total: 200 hours

13. Assessment methods
Continuous assessment: Contemporary Technique 30%
Continuous assessment: Rehearsal Process 30%
Live performance 40%

**Note on Continuous assessment:** this is designed to assure and evaluate the student's ongoing engagement with 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 (section 12) and methods of assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>8.6</th>
<th>8.7</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td>95</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Training</td>
<td>90</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehearsal Workshop</td>
<td>115</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Assessment method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Assessment: Technique</td>
<td>30%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Assessment: Rehearsal</td>
<td>30%</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live Performance 10-12 minutes</td>
<td>40%</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 15. Inclusive module design

London Contemporary Dance School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia student support service, and specialist support will be provided where needed.

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

Module Specification Template (July 2016)
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 to 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.

18. **Partner College/Validated Institution**

London Contemporary Dance School

19. **University School responsible for the programme**

School of Arts

---

**FACULTIES SUPPORT OFFICE USE ONLY**

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

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
</tr>
</thead>
</table>

Module Specification Template (July 2016)
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>