1. **Title of the module**
   Partnerwork (UGCD512)

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 5

4. **The number of credits and the ECTS value which the module represents**
   10 credits (ECTS 5)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Term 3

6. **Prerequisite and co-requisite modules**
   All compulsory modules in year 2

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 acquire material and information and put this into practice in rehearsal
   8.2 demonstrate understanding of the physical and interpersonal complexities of working in a partnership process
   8.3 demonstrate a sound level of technical, creative and interpretative skills in performance

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
   9.4 demonstrate negotiation skills and the ability to pursue goals with others
   9.5 demonstrate successful management of personal workloads and meeting deadlines
   9.6 demonstrate mature reception and processing of continuous feedback

10. **A synopsis of the curriculum**
In this module you will choose between three different options of exploring partnerwork. Partnerwork refers to the process and form of working closely with at least one other dancer to create dance work that involves close physical contact including weight bearing, lifts and other subtleties of interaction. Students will work in three different groups each with a different emphasis; neo-classical repertory, contemporary repertory and a devised option.

Over the course students will work to acquire or devise the material with the support of the option module leaders. The students will then be supported to rehearse the material, leading to a performance to the school and invited professionals from the dance world. Students will also be expected to work with their partner to organise their own rehearsal time outside of the class-time in preparation for the performance.

Students will be assessed on their application and engagement with the process and they will also be assessed on the final performance.

Students will be asked to choose one from up to three options, based on their particular interests and concerns within their own practice. Teaching faculty are available to help facilitate students making this choice.

Currently, possible options may include:

- Neo-classical based repertory develops an understanding of partnering where traditional ideas of partner work are exaggerated and reinvented.
- Contemporary repertory explores the physicality of dynamic partnering in and out of physical contact whilst holding the performance space and the space between the dancers.
- The devised option explores strategies for creating partnered movements and relies on contact improvisation as a source for producing movement material.

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


Other resources will depend on the neo-classical and/or contemporary repertory chosen.

12. Learning and teaching methods

Studio-based learning 30 hours

Self-directed rehearsal and study time 70 hours

Total: 100 hours

13. Assessment methods

Continuous assessment of the process 50%
Performance of between 6-8 minutes 50%

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 (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>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
<th>9.5</th>
<th>9.6</th>
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</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Private Study and rehearsal</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td>Assessment method</td>
<td>Continuous</td>
<td>50%</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Performance 6-8 minutes</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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15. Inclusive module design

London Contemporary Dance School 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.

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.

<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>
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Module Specification Template (July 2016)