1. **Title of the module**
Contemporary Dance Repertory – UGCD514

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 (5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Term 1, 2 and 3

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 understand the intention of the choreographer by exploring the creative/historical/ root of the work being revisited.

8.2 demonstrate a use of technical skills that is appropriate to the work being explored.

8.3 demonstrate the ability to work at a personal level bringing individual artistry and problem solving skills to the process of reconstruction.

8.4 demonstrate the skills of inhabiting given material with individuality and confidence whilst maintaining the work’s integrity.

8.5 demonstrate clear embodied communication of the artistic intention of a pre-choreographed work.

9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:

9.1 demonstrate an understanding of group dynamics and an ability to implement it in a practical context.

9.2 demonstrate a confident handling of creative, personal and interpersonal issues.

9.3 demonstrate critical, analytical and practical skills.

9.4 demonstrate applied creative and imaginative skills.

9.5 demonstrate awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge.

**A synopsis of the curriculum**
The module will explore, through practical reconstruction, pre-choreographed dance works drawn from seminal contemporary dance pieces created in the last twenty years or pre-existing recent works. Students will learn, rehearse and perform the pieces, guided and supported by artists who have a direct artistic association with the work being explored.

Students will investigate the breadth of the specific choreographer’s work so as to have an understanding of the developmental creative journey of the artists being studied.

Each student will explore how they can take their own individual skills and apply them to authored works, thus developing strategies that ensure that they contribute to the ever evolving life of the work.
10. **Reading list** (Indicative list, current at time of publication. Reading lists will be published annually)


Additional text and resources relating to the specific work being reconstructed.

11. **Learning and teaching methods**

Tutor-led teaching and rehearsal 35 hours
Self-directed rehearsal 65 hours

Total 100 hours.

12. **Assessment methods**

12.1 Main assessment methods

Continuous Assessment - Two observed classes per term at strategic points in the curriculum after which a discussion is had between marking tutors at a marks meeting chaired by the module coordinator - 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.

Performance 50%

12.2 Reassessment methods

Reassessment methods will be like for like

13. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) 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>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
<th>9.5</th>
<th>9.6</th>
</tr>
</thead>
</table>

Module Specification Template (October 2017)
14. **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

15. **Campus(es) or centre(s) where module will be delivered**
   London Contemporary Dance School

16. **Internationalisation**
   Curriculum content is informed by theoretical and philosophical concerns from around the world. Dance educators represent global techniques, principles and philosophies.

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.

17. **Partner College/Validated Institution**
   London Contemporary Dance School

18. **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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>