1. **Title of the module**
   Site-Specific Performance (UGCD515)

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

3. **The level of the module (e.g. 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 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 demonstrate:**
   8.1 demonstrate creative, choreographic, and performance skills necessary to devise, rehearse, and perform in a non-theatre site or sites
   8.2 demonstrate knowledge of safe working practices in non-traditional spaces including health & safety of both audiences and performers
   8.3 demonstrate evidence of practical ability to plan and deliver a site-specific production
   8.4 demonstrate effective negotiation skills in arranging site permissions and access

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

10. **A synopsis of the curriculum**
    Site-Specific Performance will help students to develop diverse and effective strategies for applying their existing knowledge and skills in choreography and performance to a variety of site specific contexts.
MODULE SPECIFICATION

Students will be challenged to consider how meaning and communication might be enhanced and/or altered by working directly with site. We will also interrogate what is meant by ‘site’ and by ‘specific’ – investigating different possible approaches to site, including a survey of various approaches taken by professional artists.

Alongside artistic concerns will be attention to practical aspects including: site permissions; physical and psychological Health & Safety; the relationship between audience and performance; diplomatic and timely negotiation with relevant authorities; private/public concerns; effective project planning and delivery.

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

12. Learning and Teaching methods
Contact teaching; Tutor-led workshops, lectures, supervised creation/rehearsal sessions, site visits 35 hours
Independent study; individual creative portfolios, assigned readings and tasks, performance and choreography in response to and devised for specific site(s) 65 hours

Total: 100 hours

13. Assessment methods
Creative process portfolio 30%
Site-specific choreographic project 70%

14. 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>9.1</th>
<th>9.2</th>
<th>9.3</th>
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<th>9.5</th>
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Module Specification Template (September 2015)
MODULE SPECIFICATION

<table>
<thead>
<tr>
<th>Learning/teaching method</th>
<th>Hours allocated</th>
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<tr>
<td>Private Study</td>
<td>65</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Assessment method</td>
<td>% Weighting</td>
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<tr>
<td>Portfolio</td>
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<td>X</td>
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<tr>
<td>Choreographic Project</td>
<td>70%</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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15. The Collaborative Partner 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:
   London Contemporary Dance School

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

18. 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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