1. **Title of the module**
   Devised Work (UGCD602)

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 understanding of the intention of the choreographer through exploration of the physical and emotional qualities of the movement
   8.2 demonstrate work which is at the imaginative level necessary to bring the piece to life either in the studio or in the theatre
   8.3 demonstrate a high level of technical, creative and interpretive skills
   8.4 demonstrate the technical skills necessary to display artistic maturity and to continually develop individual strengths and qualities as a performer
   8.5 demonstrate a sophisticated embodiment and knowledge of the subtle differences between a range of different dance techniques
   8.6 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 critical, analytical and practical skills
9.2 demonstrate applied creative and imaginative skills
9.3 demonstrate reflexive and independent thinking
9.4 demonstrate sustained concentration and focus for extended periods

10. **A synopsis of the curriculum**

In this module students will work with a current choreographer to generate a new work, or an adaptation of an existing work remodelled specifically for the group. Students’ continuance of their technical training is an integral component of the module. Within the module there will be a variety of explorations which will be dependent on the contributing choreographer’s stylistic process and with that how the student is placed within the creative process.

Students will work to develop their skills in a range of choreographic situations and their role both in the creation and communication of the work. Students will also explore their relationship to the work being made and how the performance presence can shift in terms of the individual’s contribution to solo, duet and group work.

The adaptation of technical skills and the ability to translate personal physical language to the work will be essential in the student’s process and application to the work being created. The links between technical training and the realisation of an informed intelligent physicality being explored throughout the module and in performance.

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 choreographer to be distributed.

12. **Learning and teaching methods**
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 (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>8.6</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
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</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Independent research and rehearsal</td>
<td>35</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Technique Classes</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Workshop</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Performance</td>
<td>10</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<th>Assessment method</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>9.1</th>
<th>9.2</th>
<th>9.3</th>
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<tbody>
<tr>
<td>Continuous Assessment: Contemporary Technique</td>
<td>30%</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Continuous Assessment: Rehearsal Process</td>
<td>30%</td>
<td>X</td>
<td>X</td>
<td>X</td>
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15. **Inclusive module design**

16. 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.

17. **Campus(es) or centre(s) where module will be delivered**

   London Contemporary Dance School

18. **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.

19. **Partner College/Validated Institution**
20. **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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<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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