1. **Title of the module**
   
   *CSB 301 Ballet and Contemporary Dance (3)*

2. **School or partner institution which will be responsible for management of the module**
   
   *Central School of Ballet*

3. **The level of the module (e.g. 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 credits (7.5 ECTS)*

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

6. **Prerequisite and co-requisite modules**
   
   *None*

7. **The programmes of study to which the module contributes**
   
   *BA (Hons) Professional Dance and Performance*

8. **The intended subject specific learning outcomes.**
   
   **On successfully completing the module students will be able to:**
   
   The student will develop:

   **Unit 1 Ballet Technique**

   8.1 A professional level of virtuosic performance in class, rehearsal and presentation including both solo and group work. (Learning outcome C1, C4 and C5)

   8.2 A professional level of performance in Pas de Deux work showing an ability to relate sensitively and functionally to a partner, and to communicate clearly with an audience. (Learning outcome C1 and D1)

   8.3 A broad range of interpretative skills and sensitive musical responsiveness. (Learning outcome C1, C3 and C4)

   8.4 A range of performance skills which are informed by knowledge of style and context of performance. (Learning outcome A3, A5, C2 and C3)

   8.5 Appropriate performance skills for audition. (Learning outcome A7, C8)

   8.6 A practical understanding of key practitioners within ballet and important stylistic differences between the work. (Learning outcomes A1, A2 and A3)

   **Unit 2 Contemporary Dance (Limon based) technique**

   8.7 A professional level of performance in class, rehearsal and presentation including both group and solo work. (Learning outcome C1, C4 and C5)
8.8 A practical understanding of the work of a key practitioner in the contemporary dance field (Jose Limon) and important stylistic differences between this work and that studied in other areas. (Learning outcome A1 and A3)

8.9 Interpretative skills and sensitive musical responsiveness. (Learning outcome C1, C3 and C4)

8.10 A range of performance skills which are informed by knowledge of style and context of performance. (Learning outcome A3, A5, C2 and C3)

8.11 A daring yet controlled use of body weight through space. (Learning outcome C1)

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

Students will:

9.1 Demonstrate a professional, responsible attitude including thorough preparation and positive team work. (Learning outcome C9, D1)

9.2 Reflect on their own learning, identifying strategies for development and exploring strengths and weaknesses showing autonomy in learning. (Learning outcome D5)

9.3 Synthesise information from a range of sources in order to inform and progress own learning. (Learning outcome B1)

9.4 Understand and be able to articulate critical factors contributing to practise and performance. (Learning outcome B5)

9.5 Take responsibility for and evaluate own work. (Learning outcome D2)

10. **A synopsis of the curriculum**

This module builds on the knowledge and skills gained through the Foundation Degree refining the performance of those skills and increasing the level of virtuosic performance. In Contemporary dance a new style is introduced - Limon which explores the use of suspension, fall and recovery and speed of weight transference to create daring movement phrases which drive body-weight through space. In ballet virtuosic skill including interpretation and musical responsiveness is extended through class work and study of an extensive range of solo repertoire.

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

**Ballet**


**Contemporary Dance**


12. **Learning and Teaching methods**

_Credits 30: Total Hours 638_ There will be 26 contact hours per week over 13 weeks, reducing to 12 contact hours per week term 2 (13 weeks) & 12 contact hours per week term 3 (12 weeks) and students will be expected to work independently for a further 4 hours per week. Teaching will mainly be through practical classes and rehearsals in which there will be group discussion. In addition some short lectures will be delivered on key aspects of the module, and one to one interview. The learning outcomes are largely based on physical understanding and performance skills along with skills in reflective learning. Practical sessions, supported discussion, lectures and one to one tutorials are the best ways to deliver these outcomes.

13. **Assessment methods.**

Continuous Assessment in class by tutor: **20%** This assesses achievements in subject specific learning outcomes 1, 2 and 3 in Ballet, 1, 2 and 3 in Contemporary dance and generic outcomes 1 - 5

Formal class assessment: **80%** This will assess the achievement of subject specific learning outcomes 1, 3 4, 5 & 6 in Ballet and 1, 2, 3, 4 and 6 in Contemporary dance and generic outcomes 1 - 5.
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>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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<tr>
<td>Class work</td>
<td>26 hours per week term 1, 12 hours per week term 2&amp;3</td>
<td>x</td>
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<td>One to one/lecture/discussion</td>
<td>5 hours per term</td>
<td>x</td>
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<td>Private Practice</td>
<td>4 hours per week</td>
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<tr>
<td>Assessment method</td>
<td>Continuous Assessment 20%</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Formal Assessment 80%</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. **Centre where module will be delivered:**
Central School of Ballet

17. **Validated Institution:**
Central School of Ballet

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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>
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