1. **Title of the module**
   Ballet in Context 1 – UGCD40

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 4

4. **The number of credits and the ECTS value which the module represents**
   20 (10 ECTS)

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

6. **Prerequisite and co-requisite modules**
   Dance Technique and Performance, Fundamental Approaches to Movement (FUN), Composition, Introduction to Critical Studies, Improvisation 1, Design for Performance

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 curiosity about the artistic potential of the ballet technique with focus on energy, physicality and musicality
   8.2 an awareness of the principles of ballet in relationship with contemporary dance in the 21st Century
   8.3 the ability to retain, apply and understand kinaesthetic information within their own physical potential
   8.4 applied comprehension of the logical structure, terminology and physical vocabulary of ballet
   8.5 knowledge of the values and practices which enable sustainable careers as dance artists

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to demonstrate :
   9.2 applied creative and imaginative skills
   9.3 reflective and independent thinking
   9.4 sustained concentration and focus for extended periods
   9.5 awareness of interdisciplinary approaches to embodied learning
   9.6 the ability to gather, sift, synthesise and organise material independently and critically evaluate its significance
   9.7 understanding of group dynamics and an ability to implement it in practical context handling creative, personal and interpersonal issues

10. **A synopsis of the curriculum**
    The ballet training is structured to meet the particular need, facility and ability of the individual student and well as the demands of dance in the 21st century. The holistic approach is favoured with an ability to relate ballet to other areas of the curriculum.
    As students enter the course from a wide variety of educational and training backgrounds, the fundamental aim of the first year of training is to ensure that all students learn how to study ballet technique in depth and project that understanding through the clarity of their performance of the material.
Sessions will be taught by the lead ballet tutor who will be supported by tutors from other areas of the curriculum. Regular sessions will be taught by the 2nd tutor who will bring their area of the curriculum into the ballet class. Sessions may also be team taught by the lead tutor and 2nd tutor. By combining ballet with other subjects, students will be encouraged to gain a wider understanding of ballet in context with other course areas.

The class, which runs throughout the year’s three terms as part of students’ daily training, primarily consists of studio-based practice with musical accompaniment. Class sessions are supplemented by one to one tutorial sessions in which students work with their tutor to analyse specific aspects of their practice. For their personal tutorial, students will be expected to prepare a series of questions for the tutor in advance and then record, research and reflect on the dialogue that takes place. There will also be observed classes with group feedback that happens towards the end of the term.

All of these activities contribute towards the continuous assessment of students who will be assessed in the following areas: their understanding of class principles; focus, concentration and commitment; energy and physicality; musicality; developmental progress; continuous engagement

Students are expected to gain an ability to self-reflect in order to obtain ownership of their learning process. Students are to be guided towards achieving and maintaining efficient alignment during stationary work as well as whilst in motion. They develop the ability to place and replace their weight safely, shifting their weight in and out of the floor, through their bodies and through space both with the torso upright and off-centre, with or without complex changes in leg or arm movements, and whether grounded or in the air.

Through the material given, students are encouraged to commit to, and take pleasure in movement, respecting anatomical, physiological and biomechanical principles, the orientation of one to oneself, others and to space. Emphasis is on the efficient use of energy appropriate to the movement. Throughout all the class work students are taught to move with awareness of the musical aspects of each dance phrase. They are encouraged to develop rhythmic understanding together with a sense of phrasing; that is, the ability to shape the dynamic of movement.

The course is, for the most part made up of studio-based contact hours but will also provide one to one tutorials and group feedback sessions. Students will be expected to take time for independent study and reflection.

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


12 Learning and Teaching methods

Studio-based learning - dance classes and workshops. The course is, for the most part made up of studio – based contact hours but will also provide one to one tutorials and group feedback sessions. Students will be expected to take time for independent study and reflection.

13 Assessment methods.

The module runs for three terms. In term 1 student’s are assessed in an observed class with group feedback. In term 2 a continuous assessment grade is given. There is also an observed class with group feedback. In term 3 a continuous assessment grade is given and in addition there is an assessed class. Formative feedback is also given in the form of a student reflection sheet that is used in termly one to one tutorial. Feedback is also given via a written report at the end of each term.

Term 2 - Continuous Assessment 30%
Term 3 – Continuous assessment 30%. Assessed class 40%

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 (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>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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<td>Private Study</td>
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<td>x</td>
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<td>Studio based</td>
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Module Specification Template (September 2015)
15 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

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

17 Internationalisation
The module draws from the expertise of an international faculty. The methods and techniques that are taught also reflect development in the subject area internationally. Mastering the subject specific learning outcomes will therefore equip students to negotiate dance and specifically ballet in an international context. Reading lists also reflect the geographically wide reaching nature of the subject.

18 Campus(es) or Centre(s) where module will be delivered:
London Contemporary Dance School

19 Partner College/Validated Institution:
London Contemporary Dance School

20 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.

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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>
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