

UNIVERSITY OF KENT

SECTION 1: MODULE SPECIFICATIONS

- 1 The title of the module
Classical Ballet Technique (BP1BT)
- 2 School or partner institution which will be responsible for management of the module
Northern School of Contemporary Dance
- 3 The Start Date of the Module
September 2006 (revised version start date September 2014)
- 4 The number of students expected to take the module
55
- 5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
N/A
- 6 The level of the module (eg Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])
Level 4
- 7 The number of credits and the ECTS value which the module represents
15 credits, 7.5 ECTS
- 8 Which term(s) the module is to be taught in (or other teaching pattern)
Terms one, two and three
- 9 Prerequisite and co-requisite modules
N/A
- 10 The programmes of study to which the module contributes
BPA (Hons) Contemporary Dance
- 11 The intended subject specific learning outcomes
 - 11.1 demonstrate a basic understanding of the fundamentals of ballet technique in relation to individual placement and physical structure, in order to access range and quality of movement
 - 11.2 demonstrate a basic understanding of transference of weight in a variety of contexts
 - 11.3 demonstrate a fundamental ability to use breath, weight and suspension to enhance phrasing and dynamic diversity, developing both technical and performance skills

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- 11.4 demonstrate a basic understanding of spatial directions and orientations encountered in ballet vocabulary
 - 11.5 recognise the structure of a ballet class and the developmental progression of exercises
 - 11.6 demonstrate the ability to learn and retain movement material
 - 11.7 demonstrate independence in learning, taking responsibility for processing and applying information and feedback
- 12 The intended generic learning outcomes
- 12.1 the ability to exercise initiative and take responsibility within training and learning situations (ref: D1)
 - 12.2 the ability to communicate information, ideas and creative responses in a variety of ways and to a variety of audiences (ref: D2)
 - 12.3 the ability to apply creative thinking and imagination to problem-solve and make effective decisions in complex and/or unpredictable situations (ref: D3)
 - 12.4 the ability to apply reflective and independent thinking in order to understand and evaluate personal learning experiences (ref: D4)
 - 12.5 the ability to sustain concentration and focused engagement with tasks for extended periods (ref: D5)
 - 12.6 the ability to work effectively and productively in groups to negotiate and pursue goals with others in practical contexts (ref: D6)
 - 12.7 the ability to make informed and critical evaluations of own work and that of others (ref: D9)
 - 12.8 the ability to recognise and conform to the accepted boundaries of a professional working environment (ref: D11)
- 13 A synopsis of the curriculum

This module focuses on Ballet technique in its basic academic form. The classes will maintain a basic format which includes barre work, centre practice and simple allegro enchainements. The work is carefully structured and developmental equipping students with the basic skills which will enable them to progress to Level Two study. Technique classes take place in a fully equipped dance studio with live musical accompaniment.

14 Indicative Reading List

Compulsory reading

Grant, G. (1982) *Technical Manual and Dictionary of Classical Ballet*. Third revised edition, New York: Dover. Publications Inc.

Kirstein, L. & Stuart, M (1982) *The Classic Ballet*. New York: Alfred A. Knopf.

Kostrovitskaya, V. (1995) *School of Classical Dance*. (The textbook of the Vaganova Choreographic School, St. Petersburg, Russia) London: Dance Books.

Warren, G. W. (1989) *Classical Ballet Technique*. University of Florida Press.

Recommended Reading

Brinson, P. (1966) *Background to European Ballet*. A.W. Sijthoff-Leyden.

Buckroyd, J. (2000) *The Student Dancer*. London: Dance Books Ltd.

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Lifar, S. (tr. A. Haskell) (1954) *A History of Russian Ballet, from its origin to the present day*. London, Hutchinson, London.

Noverre, J.G. (tr. C.W. Beaumont) (1966) *Letters on Dancing and Ballets*. Dance Horizons Inc.

Percival, J. (1980) *Modern Ballet*. The Herbert Press.

Pritchard, J. (1996) *Rambert, A Celebration*. Rambert Dance Company.

Vaganova, A. (1969) *Basic Principles of Classical Ballet*. New York: Dover Publications Inc.

Videography

Compulsory Viewing

Module Video: **Ballet Technique Level 1: Selected Extracts**

Recommended Viewing

BA 114 (2001) *New York City Ballet Workout*. Palm Pictures Ltd, USA: NYCB.

BA 127 (2003) *New York City Ballet Workout 2*. Palm Pictures Ltd, USA: NYCB.

BA85 (1986) *The Ballet Class, Demonstrations, Dancing, Analysis, Maria Fay*. London, Ballet Class Videos

BA57 (1990) *Faults, Corections, Perfections, Maria Fay*. London, Ballet Class Videos

BA52 (NDG) *Ballet Floor Barre, A Warm-up and Conditioning Programme, Nicole Vass*. London: Dance Videos.

BA74 (NDG) *Basic Ballet 3 Pirouettes (turns) taught by Finis Jhung*. USA : Ballet Dynamics.

BA75 (NDG) *Basic Ballet 4 Beginning jumps taught by Finis Jhung*. USA: Ballet Dynamics.

Discography:

Ballet is Fun [CD –ROM] Video dictionary based on Russian Ballet Method.

- 15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

This module is delivered as taught, studio-based class sessions usually with live accompaniment. Students are expected to attend all timetabled classes throughout the year and should expect to practice taught material outside of class hours. They should also take responsibility for their own warm-up and cool-down before and after class and spend time on private study by using the library, attending live performances, and referring to their own notes.

Students receive continuous feedback through correction and information delivered to individuals and to the group. Technical principles may be reinforced through discussion, evaluation and working with partners. Students also individually receive verbal or written feedback at the end of each assessment period.

Tutorial support is available through the College's personal tutorial system, as required.

Teaching Methods:

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Studio-based practical classes: 150 hours (100 x 1.5 hours)
This will address learning outcome: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7
12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8

Total Study hours: 150 hours

16 Assessment methods and how these relate to testing achievement of the intended learning outcomes

Studio Based Practical Classwork: 100% weighting

Summative Assessment: Technical Ability

Continuous Assessment: Application and Understanding

Weighting 100%

Module learning outcomes addressed: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7
12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8

17 Implications for learning resources, including staff, library, IT and space

NSCD employs teaching staff who have attained the highest professional level in their field. This module is also supported by the College's state of the art facilities which include:

- 7 large dance studios with fully sprung dance floors, pianos and drums for live accompaniment and the latest video and audio technology
- students can access specialist advice and equipment to promote their health and fitness and support their technical development
- a learner resource centre containing virtually all the reference materials students need to support their studies including books, journals, videos, DVDs, cassettes, CDs and internet access through 15 computers

18. 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 support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered¹

Northern School of Contemporary Dance

98 Chapeltown Road

Leeds

LS7 4BH

20 Partner College/Validated Institution:

Northern School of Contemporary Dance

21. University School responsible for the programme: School of Arts, University of Kent

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SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the Validated Institution: "I confirm that the Validated Institution has approved the introduction of the module and will be responsible for its resourcing"

Janet Smith

March2014

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Nominated Responsible Officer of Partner
College/Validated Institution

Date

JANET SMITH

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Print Name

Principal

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Post

Northern School of Contemporary Dance

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Partner College/Validated Institution