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**SECTION 1: MODULE SPECIFICATIONS**

**Foundation Degree in Ballet & Contemporary Dance**

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1. Title of the module  
Introductory Ballet (RA 1001)
2. School or partner institution which will be responsible for management of the module  
Rambert School
3. Start date of the module  
September 2005 (revised version start date September 2013)
4. The number of students expected to take the module  
30-40
5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  
None
6. The level of the module  
Certificate (Level 4)
7. The number of credits and the ECTS value which the module represents  
20 [10 ECTS]
8. Which term(s) the module is to be taught in (or other teaching pattern)  
Semester One
9. Prerequisite and co-requisite modules  
None
10. The programmes of study to which the module contributes  
Foundation Degree in Ballet & Contemporary Dance
11. The intended subject specific learning outcomes.  
On completion of this module students will have the ability to:

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- 11.1 be proficient in basic ballet technique and vocabulary, showing an understanding of stance, placing, turn-out, and transference of weight, and be able to demonstrate this understanding to an introductory level of performance (A1, C1, C4, C5, D5)
- 11.2 demonstrate an ability to work towards their own individual potential, through punctuality and 100% attendance, and by building a productive attitude to their learning in the dance studio (A3, B2, C4, C5, D1, D4)
- 11.3 begin to show an understanding of the correlation between accomplishment in Ballet and Contemporary Dance through an emerging individual dance quality (A1, A4, C4, D6)
- 11.4 show a developing musicality through a basic correspondence of music and movement over time (A1, C5, D2)
- 11.5 show a basic understanding of the formalities of professional practice in the theatre (A2, C1, D8, D9)

12. The intended generic learning outcomes.

On completion of the module students will have the ability to:

- 12.1 Demonstrate critical, analytical and physical skills in relation to theoretical and practical applications (A1, A4, B1, B5, D1);
- 12.2 Demonstrate creative and imaginative skills as shown through the realisation of independent subject specific skill and knowledge based tasks (A2, A3, B2, C3, D2, D6, D8, D10, D11)
- 12.3 Think reflectively, critically and independently (A4, B1, B2, B4, B5, D4)
- 12.4 Sustain concentration and focus for extended periods (A1, A4, B1, C1, C2, C3, C4, D5)
- 12.5 Understand group dynamics and be able to implement this understanding in practical contexts (A2, C3, D2, D8, D9, D10);
- 12.6 Demonstrate skills of negotiation and pursuing goals; dealing with success and failure in working with others (A2, B2, C3, D7, D9, D10)

13. A synopsis of the curriculum

This module ensures that a sound foundation is acquired in Ballet. It is the basis for a complete training which enables students to reach the status of professional dancer by the end of three years, and thus to compete in the international dance world.

Training in ballet technique in Semester One will include the principles of barre work, port de bras, centre practice, adage, pirouettes, the five main categories of allegro in their simplest forms and pointe work for women only. The foundations of classical Pas de Deux are introduced in Semester One. Additionally students study and perform a classical ballet solo.

14. Indicative Reading List:

Berardi, G. (2005) *Finding Balance*. Abingdon, UK: Routledge.

Dufort, A. (1990) *Ballet Steps*. Maidstone, UK: Kingswood.

Glasstone, R. (1977) *Better Ballet*. Kensington, UK: Kaye & Ward.

Grieg, V. (1994) *Inside Ballet Technique: separating fact from fiction in the ballet class*. Hightstown, New Jersey, USA: Princeton Book Co.

Minden, E. G. (2005) *The Ballet Companion*. New York City, New York, USA: Simon & Schuster, Inc.

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Ryan, A. & Stephens, R. (2010) *The Dancer's Complete Guide to Healthcare*. Alton, UK: Dance Books.

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 module learning outcomes

Each student receives five one and a half hour ballet classes a week. Men and women are taught in separate classes. There is a pointe class of one hour for the women and a coaching class of one hour for the men each week. There is one pas de deux class each week of one and a half hours and a separate solos class for the men and women of one hour each per week. In addition, students are expected to practice independently.

The below table indicates hours of study for each teaching & learning method and the specific and generic outcomes addressed by each:

Teaching Method	Hours	Specific Learning Outcomes	Generic Learning Outcomes
Studio-based training	170	11.1, 11.2, 11.3, 11.4	12.1, 12.3, 12.4, 12.5, 12.6
Independent practice	30	11.2, 11.3, 11.5	12.2, 12.3
Total Hours	200		

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

Marks, written comments, and a fifteen minute tutorial focusing on the student's progress and the marks awarded are given at the end of each semester. Written comments are given in relation to the five criteria for dance technique: movement quality, musicality, stage presence, commitment/empathy/cooperation, and dance technical ability. Page two of the feedback form gives a descriptor for each of the criteria plus the overall mark.

Assessment Method	Specific Learning Outcomes	Generic Learning Outcomes
Technique classes	11.1, 11.2, 11.3, 11.4	12.1, 12.2, 12.3, 12.5
Assessment Class	11.1, 11.3, 11.4	12.1, 12.5
Solo	11.1, 11.4, 11.5	12.1, 12.2

Assessment weighting:

Technique Classes: 60%

Assessment Class: 20%

Solo Performance: 20%

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

The module is delivered primarily in the five dance studios of the School.

Highly qualified and experienced staff teach the curriculum of the module.

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- 18. Rambert 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 Rambert School's disability/dyslexia support service, and specialist support will be provided where needed.
- 19. Campus(es) where module will be delivered: Rambert School
- 20. Partner College/Validated Institution: Rambert School
- 21. University School responsible for the programme: School of the Arts

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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 College/Validated Institution** (*delete as applicable*): "I confirm that the College/Validated Institution (*delete as applicable*) has approved the introduction of the module and will be responsible for its resourcing"

.....  
Nominated Responsible Officer of Partner  
College/Validated Institution

.....  
Date

.....  
Print Name

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Post

.....  
Partner College/Validated Institution