

# UNIVERSITY OF KENT

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## SECTION 1: MODULE SPECIFICATIONS

### Foundation Degree in Ballet & Contemporary Dance

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1. Title of the module  
Introductory Contemporary Dance (RA 1002)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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  
RA1001, RA1003, RA1004
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 demonstrate, at an introductory level, movement quality, musicality, stage presence and dance technical ability within the genre of Contemporary Dance. (A1, A4, C2, C4, C5, D4, D1, D5)
- 11.2 demonstrate the beginnings of a personal movement style within Contemporary Dance. (A1, A3, A4, C2, C3, C4, C5, D1, D2, D4, D5, D9)
- 11.3 show signs, within this demonstration, of an informing presence of the effects of Ballet training upon their Contemporary Dance work. (A1, A4, C1, C2, C4, C5, D1, D4, D5, D6, 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

Central to the study of Contemporary Dance within the Foundation Degree is that the Cohan/Graham Style is taught as a core and foundation. It is so taught for the value it has in itself, and as a basis for the study of other styles. In this module three classes each week are dedicated to the Cohan/Graham Style. Two classes each week focus upon other styles presently in use, particularly at the forefront of the profession. These are often taught by guest teachers chosen for their ability to provide instruction consonant with the level and focus of the work being provided in the Cohan/Graham Style sessions.

This module ensures that a sound foundation is acquired in Contemporary Dance. It is the basis for a complete training which reaches the status of that of a professional dancer by the end of level 3.

14. Indicative Reading List:

Cohan, R. (1986) *The Dance Workshop*. London, UK: Unwin Press.

Graham, M. (1993) *Blood Memory*. New York City, New York, USA: Doubleday.

Jackson, P. (2013) *The Last Guru: Robert Cohan's Life in Dance from Martha Graham to London Contemporary Dance Theatre*. Alton, UK: Dance Books.

Legg, J. (2012) *Introduction to Modern Dance Techniques*. Hightstown, New Jersey, USA: Dance Horizons Inc.

McKim, R. (ed) (2004). *The Essential Inheritance of the London Contemporary Dance Theatre*. Alton, UK: Dance Books.

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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

The student receives five Contemporary Dance classes a week each of one and a half hours each. There is also an observed test class. Other styles of Contemporary Dance may also be introduced, given the usage made of these by the profession.

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,	12.1, 12.3, 12.4, 12.5, 12.6
Independent practice	30	11.2, 11.3	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,	12.1, 12.2, 12.3, 12.4 12.5
Assessment Class	11.1, 11.2, 11.3.	12.1, 12.5, 12.6

Assessment Weighting:

Technique classes 80%

Assessment class: 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.

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

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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"

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Nominated Responsible Officer of Partner  
College/Validated Institution

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Date

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Print Name

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Post

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Partner College/Validated Institution