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**SECTION 1: MODULE SPECIFICATIONS**

**Foundation Degree in Ballet & Contemporary Dance**

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1. Title of the module  
Critical Studies One (RA1003)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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  
10 [5 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, RA1002, 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 practice a variety of methods of obtaining data (A4, B1, C4, D1, D6, D13, D14)

11.2 plan and organise information into a structured essay, and a reflective journal (A4, B3, B4, D3, D4, D5, D6, D7, D11, D12, D13, D14)

11.3 begin to sustain a critical line of argument and justify points of view as regards the arts, academic situations or dance professional ones (A1, A4, B1, B2, B3, B4, C4, D1, D3, D4, D6, D7, D11, D12, D13, D14)

11.4 understand anatomy and biomechanics to a foundational level, to productively inform their studies in the dance technical area. (A1, A4, C1, C2, C4, C5)

12 The intended generic learning outcomes:

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

12.1 Demonstrate critical and analytical skills in relation to practical applications (A1, A4, B1, B5, D1);

12.2 Communicate in a variety of oral, written and visual performance media (B4, D2, D7)

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 Be aware of inter-disciplinary approaches to study (A4, B2, C3, D6, D13)

12.6 Develop ideas and construct arguments and the capacity to present them in appropriate ways (B2, C3, C4, D3, D7)

12.7 Manage personal workloads; staging of timing within projects; meeting deadlines (B3, B4, C3, C4, D1, D4, D11, D13).

12.8 Produce written work with appropriate scholarly conventions (B1, B4, D12, D13, D14)

12.9 Demonstrate information retrieval skills, involving the ability to gather, sift, synthesise and organise material independently and critically evaluate its significance (B2, B3, D12, D13, D14)

12.10 Demonstrate information and communications technology skills (B3, B4, D3, D12, D13, D14)

13. A synopsis of the curriculum

Lectures cover both dance subject and academic procedural knowledge, for example the history of Rambert School & Rambert Dance Company, nutrition, healthy and safe dance practice, and anatomy/biomechanics. As concerns the study of academic conventions and study skills there are eight main areas of focus to which the student is directed: critical thinking, discussion and debate, reflection, writing, presentation, analysis, interpretation, evaluation.

14. Indicative Reading List:

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

Chambers, E & Northedge, A. (1997) *The Arts Good Study Guide*. Milton Keynes, UK: Open University Worldwide.

Chmelar, R. & Fitt, S. (1990) *Diet for Dancers: a Complete Guide to Nutrition and Weight Control*. Hightstown, New Jersey, USA: Princeton Book Co.

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Cottrell, S. (2008) *The Study Skills Handbook*. Basingstoke, UK: Open University Press.

Clippinger, K. (2007) *Dance Anatomy and Kinesiology*. Champaign, Illinois, USA: Human Kinetics Publishers.

Franklin, E (2012) *Dynamic alignment Through Imagery*. Champaign, Illinois, USA: Human Kinetics Publishers.

Haas, J. (2010) *Dance Anatomy (Sports Anatomy)*. Champaign, Illinois, USA: Human Kinetics Publishers.

Mastin, Z. (2010) *Nutrition for the Dancer*. Alton, UK: Dance Books.

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

Rambert, M. (1972) *Quicksilver*. London, UK: MacMillan Press.

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

Lectures, tutorials, and independent research are the principal means of teaching and learning within this module. Students also complete an IT training session and additional computer sessions. Tutorials provide support with on-going work to include discussion concerning reflective work and/or essays. Tutorials may be on a one-to-one basis or within small groups.

Additionally a number of students attend ESOL classes (2 hours per week= 36 hours per semester plus homework), and/or 1-1 dyslexia sessions with the specialist tutor (approximately 8 hours per semester.)

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
Lectures	60	11.3, 11.4	12.1, 12.3, 12.4,12.5,
Independent study	40	11.1, 11.2, 11.3	12.2, 12.6, 12.7, 12.8, 12.9, 12.10
Total Hours	100		

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

A focus upon reflective writing helps the student explore their understanding of all areas of their training and begin to articulate their ideas. This in turn leads to the beginning of their own independent research, helping them to form links between theory and practice. A focus upon

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academic writing encourages students to structure their ideas coherently, analyse and evaluate information, and reference ideas conforming to recognised academic conventions.

i. Reflective Journal (up to 2000 words): weighted at 50%

There are four equally weighted sub-sections within the journal:

- Critical studies notes-notes from each lecture/tutorial session
- Reflective diary-weekly entries, to include more in-depth reflection, analysis and evaluation on one or two specific areas
- Independent research-can relate to any topic introduced within critical studies, or relating to questions/interests from any other area of the course
- Performance review(s)-students are encouraged to view as wide a range of professional performance as possible, via youtube and on DVD in addition to live performances

Reflective Journal assesses:

Specific learning outcomes 11.1, 11.2 & 11.3

Generic learning outcomes 12.2, 12.3, 12.4, 12.5, 12.9, 12.10

ii. Essay (1500 words): weighted at 50%

Students choose from a range of 5-6 questions. Lectures are given supporting students in their essay writing, and specific reading lists are provided. Specific criteria for each assignment are listed in the Academic Information Handbook. These specific criteria are discussed within critical studies sessions.

Essay assesses: Specific learning outcomes 11.2, 11.3 & 11.4

Generic learning outcomes 12.1, 12.6, 12.7, 12.8, 12.10

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

Lectures are delivered by Rambert School staff and by guest lecturers. These take place in Rambert School's Seminar Room.

Students have access to resources from Rambert School's Library and IT Room: in addition to this students may use Athens on-line subscriptions supported by the Conservatoire for Dance and Drama, and other specialist dance libraries, for example those of other affiliates of CDD.

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'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

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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**

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(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

Module Specification Template  
Last updated February 2013