
SECTION 1: MODULE SPECIFICATIONS

Foundation Degree in Ballet & Contemporary Dance

1. Title of the module
Elementary Ballet (RA 1005)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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 Credits [10 ECTS]
8. Which term(s) the module is to be taught in (or other teaching pattern)
Semester Two
9. Prerequisite and co-requisite modules
RA1001, RA1002, 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 build upon the technique introduced in Semester One, to show a more confident grasp of vocabulary, executing barre and centre practice with control, strength and stamina, and starting to develop a feeling for line, epaulement and presentation (A1, C1, C5, D1, D5).
- 11.2 further develop their reflective and self-evaluative skills to assess their own strengths and weaknesses and identify areas for improvement (A4, B1, C4, C5, D4)
- 11.3 show a developing understanding of the correlation between accomplishment in Ballet and Contemporary Dance through an increased physical awareness in quality and flow of movement (A1, C5, D6)
- 11.4 show progression in rhythmical and musical awareness in classwork (A1, C1, C5, D2)
- 11.5 show an understanding of professional practice, including an emerging presence in performance ((A1, C1, C5, D3, 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 allows students to build upon progress made during their foundational training in Semester One. Barre work will include exercises performed on demi-pointe, port de bras and centre practice will demand more complex co-ordinations, longer balances and travelling pirouette combinations, and jumps will include simple batterie and grand allegro exercises to increase speed strength and stamina.

Students further develop their confidence in weekly classical pas de deux classes. In classical solos students begin to develop performance skills: the use of eye-line/focus, and a grasp of appropriate style with a feeling for line and epaulement.

14. Indicative Reading List:

Blakey, P. (2008) *The Muscle Book*. Stafford, UK: Bibliotek Books Ltd

Glasstone, R. (2013) *Classical Ballet Terms - An Illustrated Dictionary*. Alton, UK. Dance Books Ltd.

Franklin, E. (2010) *Conditioning for Dance: Training for Peak Performance in All Dance Forms*. Champaign, Illinois, USA: Human Kinetics Publishing.

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Ryman, R (2007) *Dictionary of Classical Ballet Terminology*. London, UK: Royal Academy of Dance.

Serebrennikov, N. (2000) *Pas de Deux*. Gainesville, Florida, USA: University Press of Florida.

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

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. In addition, 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. Students are expected to practice independently, and to evaluate their own performances through watching filmed classes/solos. 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%

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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.

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

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

.....
Date

.....
Print Name

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Post

.....
Partner College/Validated Institution