

UNIVERSITY OF KENT

SECTION 1: MODULE SPECIFICATIONS

Foundation Degree in Ballet & Contemporary Dance

1. Title of the module
Elementary Contemporary Dance (RA 1006)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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 Two
9. Prerequisite and co-requisite modules
RA1001, RA1002, RA1003, RA1004/8, RA1005, RA1007
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:

UNIVERSITY OF KENT

- 11.1 demonstrate, at an elementary level, through class room exercises, movement quality, musicality, stage presence, commitment, helpfulness and co-operation and dance technical ability within the genre of Contemporary Dance. (A1, A4, C2, C4, C5, D1, D4, D5)
- 11.2 make evident within this demonstration an informing presence of the effects of Ballet training. (A1, A4, C1, C2, C4, C5, D1, D4, D5, D6, D9)
- 11.3 begin to show signs of individual potential particularly in terms of movement quality, musicality, presence and dance physicality to an elementary level (A1, A3, A4, C2, C3, C4, C5, D1, D2, D4, D5, 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 is designed to take the student to an elementary level of performance within the genre of Contemporary Dance. Through this module the student is prepared to continue with intermediate, advanced, pre-professional and advanced professional levels of study within this genre. The student begins to engage with the range and complexity of movement material through which, in its final form, the professional choreographer can be expected to make work.

14. Indicative Reading List:

Duncan, I. (2013) *My Life*. London, UK: Liveright.

Horosko, M. (2002) *Martha Graham- The Evolution of her Dance Theory and Training*. Gainesville, Florida, USA: University of Florida Press.

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

Strauss, M. & Nadel, M. (2012) *Looking at Contemporary Dance: A Guide for the Internet Age*. Hightstown, New Jersey, USA: Princeton Book Co.

UNIVERSITY OF KENT

Wigman, M. (1975) *The Language of Dance*. Middletown, Connecticut, USA: Wesleyan University 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

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
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

UNIVERSITY OF KENT

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"

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

.....
 Date

.....
 Print Name

.....
 Post

.....
 Partner College/Validated Institution