

UNIVERSITY OF KENT

MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. Title of the module
Critical Studies Two (RA1007)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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 Two
9. Prerequisite and co-requisite modules
RA 1001, RA 1002, RA1003, RA 1004/8, RA 1005, RA 1006
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 use study skills effectively and apply these to established academic methodologies, dance technical studies and choreographic studies (A4, B1, B2, B3, B4, D12);
- 11.2 demonstrate a growing self-awareness of their own strengths and weaknesses (C4, D1, D4, D9)
- 11.3 show the development of critical awareness in consideration of the wider arts, as well as of aspects of their dance professional and academic life (B1, B2, C4, D1, D4, D9).
- 11.4 demonstrate a foundational knowledge of performance psychology and somatic awareness in relation to dance, to productively inform their dance technical studies (A1, A4, B1, C1, C2, D3, D8, D9, D10).

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

Performance psychology lectures cover links between motivation and self-esteem, identification of personal strengths and weaknesses, and setting goals in the short, medium and longer term. Also explored are the psychological characteristics of peak performance, the use of imagery in dance, and dealing with performance anxiety, adrenalin and nerves.

Somatics lectures examine the sensation of movement from the first-person perspective, emphasising kinaesthetic awareness over aesthetic form. Experiential in nature, Somatic methods encourage individual exploration of movement through heightened proprioceptive awareness. This approach places the student directly at the centre of movement experience, encouraging a deeper knowledge of self, and self in relation to the learning process.

14. Indicative Reading List:

Brinson, P. & Dick, F. (1996) *Fit to Dance*. Lisbon, Portugal: Calouste Gulbenkian Foundation.

Buckroyd, J. (2000) *The Student Dancer*. Alton, UK: Dance Books

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Clanchy, J. & Ballard, B. (1997) *How to write essays*. Melbourne, VIC, Australia: Longman.

Hackney, P. (1995) *Making Connections-Total Body Integration through Bartenieff Fundamentals*. Abingdon, UK: Routledge.

Hartley, L. (1995) *Wisdom of the Body Moving: an introduction to Body Mind Centering*. Berkeley, California, USA: North Atlantic Books.

Taylor, J. & Taylor, C. (1995) *The Psychology of Dance*. Champaign, Illinois, USA: Human Kinetic Publishing.

Williams, J. (2009) *Applied Sports Psychology: personal growth to peak performance*. Columbus, Ohio, USA: McGraw-Hill Higher Education.

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. 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.

Additional academic support continues to be provided through 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,
Tutorials	4	11.2	12.5, 12.6, 12.7
IT sessions	6	11.1	12.2, 12.9, 12.10
Independent study	30	11.1, 11.2, 11.3	12.6, 12.7, 12.8
Total Hours	100		

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

Reflective tasks continue in Semester Two, contributing in this case to an oral presentation. Students are further encouraged to pursue areas of particular interest for their own independent research, helping them to deepen their understanding of the links between theory and practice. They demonstrate evaluation of their research through an oral presentation for which they create their own title/question. Students also submit their notes/slides, plus a short account of their process of reflection, the research carried out and personal plans of action made as a result.

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Students draw from a wider range of material to address the more complex questions posed for the second of their assessed essays.

i. Reflective work : weighted at 50%

There are two equally weighted sub-sections:

- Oral presentation (10 minutes) accompanied by submission of notes/slides
- Reflective writing (500 words)

Reflective work and presentation assess: Specific learning outcomes 11.1, 11.2 & 11.3

Generic learning outcomes 12.2, 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 12.6, 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 or its Studio Theatre.

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

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

