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**SECTION 1: MODULE SPECIFICATIONS**

**Foundation Degree in Ballet & Contemporary Dance**

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1. Title of the module  
Choreography & Performance Practice One (RA 1008)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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)  
Semesters One and Two
9. Prerequisite and co-requisite modules  
RA1001, RA1002, RA1003, RA1005, RA1006 & 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:

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- 11.1 Complete a range of choreographic assignments based on formal choreographic tasks (A2, A3, C3, C4, D2, D8, D9, D10,)
- 11.2 Direct and respond constructively to the creative process, making efficient use of rehearsal time, (A2, C3, D2, D8, D9, D10, D11)
- 11.3 Respond rapidly and sensitively to a variety of improvisational directions, working solo or in duet/group (A2, C3, D9, D10)
- 11.4 Evaluate work created as well as its performance (A2, B2, C3, D1, D10, D13)
- 11.5 Create, develop and structure movement into a short solo, showing an emerging individuality in approach, a creative investigation of the chosen material and a growing confidence in stage presence (A1, A3, B2, C3, D2, 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 Handle creative, personal and interpersonal issues (A2, A3, B2, C3, D2, D9, D10, D11);
- 12.7 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 encourages students to discover and develop a range of approaches used in the creation of choreographic work and thus begin to explore their individual creative potential. Studio based sessions aim to encourage the student's creativity through exploration of choreographic tasks, as prime creator and/or contributor to the process of making movement material, and as performer. For example, attention may be focused upon use of the space, use of dynamics, use of music/rhythm (or silence), employment of theatrical and expressive devices and use of narrative. Improvisation is also to be explored as a choreographic tool. At the end of Semester Two, students will create and perform a short solo.

14. Indicative Reading List:

Bremser, M. (2007) *Fifty Contemporary Choreographers*. Abingdon, UK: Routledge.

Bremser, M. & Sanders, L. (2011) *Fifty Contemporary Choreographers*. Abingdon, UK: Routledge

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Brown, J. M. (1998) *The Vision of Modern Dance*. Hightstown, New Jersey, USA: Princeton Book Company.

Bloom, L.A. & Chaplin, L.(1995) *The Intimate Act of Choreography*. Alton, UK: Dance Books.

Blom, L. & Tarin, L. (2000) *The Moment of Movement*. Alton, UK: Dance Books.

Burrows, J. (2010) *A Choreographer's Handbook*. Abingdon, UK: Routledge.

Copeland, R. and Cohen, M. (1985) *What is Dance?* Oxford, UK: Oxford University Press.

Humphrey, D. (1997) *The Art of Making Dances*. New York City, New York: Grove Press.

Kostelanetz. R (ed) (1998) *Merce Cunningham: Dancing in Space and Time*. Alton, UK: Dance Books.

Mackrell, J. (1992) *Out of Line – The Story of British New Dance*. Alton, UK: Dance Books.

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

Teaching and learning for this module takes in a dance studio and/or performance space. Each session has three stages:

- assignment and clarification of choreographic tasks and discussion of relevant issues and opinions concerning these tasks
- creation and rehearsal of the choreographic assignment(s) set (solo, duet or group) and/or improvisation on the theme of set tasks
- performance and evaluation of the completed tasks

Teaching Method	Hours	Specific Learning Outcomes	Generic Learning Outcomes
Setting of assignments/ discussion	10	11.2, 11.4	12.1, 12.2, 12.4
Improvisation	40	11.3, 11.5	12.2, 12.4, 12.5, 12.6
Creation process	100	11.1, 11.4, 11.5	12.1, 12.2, 12.5, 12.7
Rehearsal	40	11.2, 11.5	12.3, 12.7
Performance	10	11.4, 11.5	12.1, 12.2, 12.7
Total Hours	200		

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

Continuous assessment evaluates the student's contribution in terms of participation in the making of, and discussion of, the created dance pieces. This will reflect the development of

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students' knowledge, understanding and capacity to build and evaluate choreographic work. Assessment in choreography & performance practice takes into account:

- Attendance: focus, concentration and commitment: weighted at 30%
- Contribution to Creative Process: weighted at 30%
- Progress: weighted at 30%
- Performance of Solo: weighted at 10%

Continuous Assessment (1,2 & 3) addresses Specific Learning Outcomes 11.1, 11.2, 11.3, 11.4 & Generic Learning Outcomes 12.1, 12.2, 12.5, 12.6, 12.7

Verbal feedback (group and/or individual) is given each week after Choreography class.

Written feedback and mark for attendance, contribution and progress (points 1-3) is given at the end of Semester Two.

Performance of solo (4) addresses Specific Learning Outcomes 11.2, 11.5 & Generic Learning Outcomes 12.2, 12.3, 12.4

Solo is performed in front of peers and assessment panel in Semester Two (during the first half of Term Three.)

Written feedback and mark is given at the end of Semester Two.

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

The module is delivered primarily in the five dance studios of the School. Sessions are led by the School's full-time staff, and additionally by invited visiting professionals and choreographers currently working within the profession.

### 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

## **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)

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**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