

# UNIVERSITY OF KENT

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## SECTION 1: MODULE SPECIFICATIONS

### Foundation Degree in Ballet & Contemporary Dance

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1. Title of the module  
The Technical and Stylistic Development of Ballet (RA 2003)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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  
Intermediate (level 5)
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 Three
9. Prerequisite and co-requisite modules  
RA1001, RA1002, RA1003, RA1004/8, RA1005, RA1006, RA1007, RA2001, RA2002, RA2004
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 demonstrate their understanding of the main 19<sup>th</sup> and 20<sup>th</sup> Century developments in Ballet's technique and style (A4, B1, C4, D1, D6).
- 11.2 use this knowledge to enhance their capacity for dance execution and expression in the work they are engaged in within Dance Technical Studies and Choreographic Studies. (A1, A4, C4, D2, D3)
- 11.3 develop further understanding of the comparisons, contrasts, similarities and overlap between Ballet and Contemporary Dance (A4, B1, C4, D4).
- 11.4 analyse choreography, demonstrating knowledge of the stylistic and technical developments of dance styles that have emerged during the history of the genres they are studying (B2, B3, D1)
- 11.5 demonstrate a developing grasp of the academic skills of critical thinking, writing analysis, interpretation, evaluation and presentation using recognised academic conventions (B1, B4, D12, D13, D14).

### 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

In Semester Three, the teaching of critical studies shifts to examine the development of ballet from a historical perspective, to encourage students to fully understand the roots of classical ballet, and the inter-relationship between technical and choreographic development. Students are expected to develop the ability to identify and apply particular generic styles and approaches to their practice and performance. Gaining knowledge and understanding of the comparisons, contrasts, similarities and overlap between Ballet and Contemporary Dance is also a key feature.

It is expected that at this stage basic strategies and skills acquired in year one will underpin students' approach to lectures, research and written work, and that the emerging development of analytical and evaluative skills will be in evidence in the written essay.

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### 14. Indicative Reading List:

Anderson, J. (1993) *Ballet & Modern Dance: A Concise History*. Hightstown, New Jersey, USA: Princeton Book Company.

Cohen, S.J. (1994) *Dance as a Theatre Art*. Alton, UK: Dance Books.

Guest, I. (1994) *The Romantic Ballet in England*. London, UK: Pitman Publishing.

Hogan, A. (2008) *Balanchine Then and Now*. London, UK: Sylph Editions.

Jones, S. (2013) *Literature, Modernism and Dance*. Oxford, UK: Oxford University Press.

Jowitt, D. (1992) *Time and the Dancing Image*. Berkeley, California, USA: University of California Press.

Lee, C. (1999) *Ballet in Western Culture*. Boston, Massachusetts, USA: Allyn and Bacon.

Morris, G. (2012) *Frederick Ashton's Ballets: Style Performance, Choreography*. Alton, UK: Dance Books.

Parry, J. (2009) *Different Drummer: The Life of Kenneth MacMillan*. London, UK: Faber & Faber.

Teachout, T. (2004) *All in the Dances: a Brief Life of George Balanchine*. San Diego, California, USA: Harcourt.

### 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

Weekly, 2-hour lectures include the viewing of relevant extract of works. Where possible the experience of the module will include attending live performances. In addition students are expected to study independently for lectures and the final written assignment, through reading the relevant texts and viewing work both live and online.

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	50	11.1, 11.3, 11.4	12.1, 12.3, 12.4
Tutorials	4	11.2, 11.3, 11.5	12.2, 12.5, 12.6, 12.7
Independent study	46	11.2, 11.3, 11.4	12.2, 12.5, 12.8, 12.9, 12.10

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Total Hours	100		
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16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes:  
Written assignment: essay (2000 words) -weighting 80%  
Students submit a draft essay for comment:-weighting of draft 20%.  
Assessment Criteria are listed in the Rambert School Academic Information Handbook.
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 School's disability/dyslexia support service, and specialist support will be provided where needed.
19. Campus 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