
SECTION 1: MODULE SPECIFICATIONS
Foundation Degree in Ballet & Contemporary Dance

1. Title of the module
Advanced Ballet (RA 2005)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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
20 [10 ECTS]
8. Which term(s) the module is to be taught in (or other teaching pattern)
Semester Four
9. Prerequisite and co-requisite modules
RA1001, RA1002, RA1003, RA1004/8, RA1005, RA1006, RA1007, RA2001, RA2002, RA2003, RA2004/8, RA2006
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 Be accomplished in complex exercises testing technical and physical endurance, which they are able to perform with strength and ease
- 11.2 Develop an understanding of how to audition and begin to prepare for their careers
- 11.3 Be familiar with complex vocabulary and able to perform this with control, rhythmic accuracy and a strong use of dynamics
- 11.4 Show endurance and a high jump in grand allegro together with a light, soft and controlled landing
- 11.5 Develop their understanding of the theatrical experience by working in formation, with spatial awareness and accurate stylistic qualities

12. On completion of the module students will have the ability to:

- 12.1 Demonstrate critical and analytical skills in relation to practical applications (A1, A4, B1, B5,)
- 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 more 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 demonstrate the ability to implement them in practical contexts (A2, C3, D2, D8, D9, D10)
- 12.6 Negotiate and pursue goals; dealing with success and failure in working with others (A2, B2, C3, D7, D9, D10).

13. A synopsis of the curriculum:

This module continues to build upon the technical and artistic standards achieved thus far, as students work towards an advanced level of knowledge and performance.

Movement combinations gain in complexity over the course of Year Two of the Foundation Degree, and students develop further strength, stamina, flexibility and control. There is continued emphasis on developing an individual use of musical phrasing and dynamics. In addition students develop knowledge of how to conduct themselves in rehearsals and performances as they prepare for their 3rd year (BA Hons course) when they will begin auditioning.

14. Indicative Reading List:

Autere, A. (2013) *The Feeling Balletbody*. Pittsburgh, Pennsylvania, USA: Dorrance Publishing Co

Bland, A and Percival, J. (1984) *Men Dancing*. London, UK: Weidenfield and Nicholson

Bruhn, E. (2005) *Bournonville and Ballet Technique*. Alton, UK: Dance Books.

Karsavina, T (1962) *Classical Ballet-The Flow of Movement*. London, UK: A&C Black Publishers Ltd.

Paskevka, A. (2005) *Ballet Beyond Tradition*. London, UK: Routledge.

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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. There is one 1.5 hour class per week of classical (group) repertory for women and one virtuosity class for men. Students are expected to practice to perfect their solos independently, and to enhance their understanding of stylistic nuances within the classical repertory through reflection upon information given in RA 2003 (The Technical & Stylistic Development of Ballet).

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, 12.2, 12.3, 12.5, 12.6
Performance	10	11.1, 11.2, 11.4, 11.5	12.1, 12.2, 12.4
Independent practice	20	11.1, 11.2	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%

Solo Performance: 20%

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

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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

.....
Post

.....
Partner College/Validated Institution