

UNIVERSITY OF KENT

SECTION 1: MODULE SPECIFICATIONS

Foundation Degree in Ballet & Contemporary Dance

1. Title of the module
Advanced Contemporary Dance (RA 2006)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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, RA1007, RA2001, RA2003, RA2004/8, RA2005, RA2007
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 the following through classroom exercises and rehearsal of solos: movement quality, musicality, stage presence, commitment, helpfulness and co-operation and dance technical ability within the genre of Contemporary Dance at an advanced level in terms of a professional education and training.(A1, A4, C2, C4, C5, D1, D4, D5)
- 11.2 Within this demonstration, make evident an informing presence of the effects of Ballet training at an advanced level.(A1, A4, C4, C5, D6)
- 11.3 Show distinct signs of individual and unique potential particularly in term of movement quality, musicality, presence and dance physicality at an intermediate level. (A3, C2, C4, C5, D1, D4, D5)

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 is designed at an advanced level of dancing within the genre of Contemporary Dance. Through this module the student will be able to continue with pre-professional and professional levels of study of this genre through the remaining two semesters of study. The student begins to engage with greater diversity, range, and complexity of movement material than was the case in earlier modules dealing with this genre.

Throughout Year Two 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:

Au, S (2002) *Ballet & Modern Dance*. London, UK: Thames & Hudson.

Copeland, R. (2004) *Merce Cunningham: The Modernizing of Modern Dance*. Abingdon, UK: Routledge.

Lesschaeve, J. (1985) *The Dancer and the Dance*. London, UK: Marion Boyars.

Kostelanetz, R. (Ed) *Merce Cunningham: Dancing in Space and Time*. Atlanta, Georgia, USA: A Capella Books.

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Yee, L. Ursprung, P. Goldberg, R. & Heiss, A. (2011) *Laurie Anderson, Trisha Brown, Gordon Matta Clark: Pioneers of the Downtown Scene, New York 1970's*. New York City, New York, USA: Prestel.

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 of one and a half hours each. There is also an observed test class. Other styles of Contemporary Dance may also be explored, 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
Technique class	170	11.1, 11.2, 11.3,	12.1, 12.3, 12.4, 12.5, 12.6
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

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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"

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

.....
Date

.....
Print Name

.....
Post

.....
Partner College/Validated Institution