

UNIVERSITY OF KENT

SECTION 1: MODULE SPECIFICATIONS

Foundation Degree in Ballet & Contemporary Dance

1. Title of the module
The Technical and Stylistic Development of Contemporary Dance (RA 2007)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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 Four
9. Prerequisite and co-requisite modules
RA1001, RA1002, RA1003, RA1008, RA1005, RA1006, RA1007, RA2001, RA2002, RA2003, RA2005, RA2006, RA 2008
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 major developments in Contemporary Dance techniques and styles (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 Four, lectures explore the early development of modern dance through to the contemporary dance of today.

A key aim is to enhance students' understanding of the complexities and subtleties of each different approach so that they may develop a deeper understanding of the roots of the dance styles they study today. This approach will also encourage them to begin to look more critically at both live performances and at texts.

It is expected that at this stage the strategies and skills acquired throughout the Foundation Degree will underpin students' approach to lectures, research and written work, and that a clear development of analytical and evaluative skills will be in evidence in the written essay.

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14. Indicative Reading List:

- Bremser, M. (Ed.) (2011) *Fifty Contemporary Choreographers*. Abingdon, UK: Routledge.
- Burt, R. (2006) *Judson Dance Theater: Performative Traces*. Abingdon, UK: Routledge.
- Copeland, R. (2004). *Merce Cunningham and the Modernizing of Modern Dance*. Abingdon, UK: Routledge
- Graham, M. (1993) *Blood Memory*. New York City, New York, USA: Doubleday.
- Jowitt, D. (1992) *Time and the Dancing Image*. Berkeley, California, USA: University of California Press.
- Mackrell, J. (1992) *Out of Line: The Story of British New Dance*. Alton, UK: Dance Books.
- Partsch-Bergsoh, I.(2013) *Modern Dance in Germany and the United States*. Boston, Massachusetts, 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 extracts 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 | 52 | 11.1, 11.3, 11.4 | 12.1, 12.3, 12.4 |
| Tutorials | 3 | 11.2, 11.3, 11.5 | 12.2, 12.5, 12.6, 12.7 |
| Independent study | 45 | 11.2, 11.3, 11.4 | 12.2, 12.5, 12.8. 12.9, 12.10 |
| Total Hours | 100 | | |

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.

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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 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

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

