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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 Two (RA 2008)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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)  
Semesters Three and Four
9. Prerequisite and co-requisite modules  
RA2001, RA2002, RA2003, RA2005, RA2006 & 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 choreograph, rehearse, stage and perform personal and unique work of up to five minutes in length which shows clear evidence of an attempt to realise their artistic intention (A2, B2, C3, D2, D8, D9); and/or
- 11.2 contribute to the choreographic process through improvisation or by creating movement through movement tasks given by a choreographer or director (A2, B2, C3, D2, D8, D9); and/or
- 11.3 contribute to choreography through sympathetic rehearsal behaviour and expressive capacity in performance, while fulfilling the more traditional role of the dance artist who brings finished movement material to life (A2, B2, C3, D2, D8, D9).
- 11.4 reflect upon their choreographic and performance experiences, articulating how these have impacted their current thoughts and practice, and their importance in the formation of their own personal philosophy and/or future aspirations (B1, B3, C4,, D4, D13, D14).

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 Communicate in a variety of performance media (B4, C4, D3);
- 12.4 Think reflectively, critically and independently (A4, B1, B2, B4, B5, D4)
- 12.5 Sustain concentration and focus for extended periods (A1, A4, B1, C1, C2, C3, C4, D5)
- 12.6 Be aware of inter-disciplinary approaches to study (A1, B1, D6);
- 12.7 Understand group dynamics and be able to implement this understanding in practical contexts (A2, C3, D2, D8, D9, D10);
- 12.8 Handle creative, personal and interpersonal issues (A2, A3, B2, C3, D2, D9, D10, D11);
- 12.9 Demonstrate skills of negotiation and pursuing goals; dealing with success and failure in working with others (A2, B2, C3, D7, D9, D10)
- 12.10 Handle creative, personal and interpersonal issues (C3, D2, D9, D10);
- 12.11 Manage personal workloads such as the staging of timing within projects to meet deadlines (C3,D8, D11).

13 A synopsis of the curriculum

Second Year students may exercise a degree of choice in their approach to Choreography and Performance Studies, where the focus shifts towards choreography becoming a more creative, rather than largely imitative, process.

Students may choose to:

- 1. choreograph their own work
- 2. contribute to the process of making dances through improvisation and/or through the development of movement material provided to them by a choreographer.

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3. Focus upon discovering and developing themselves in the more traditional role of the dance artist who is primarily concerned with bringing finished movement material to life; first in rehearsal and then in performance. In this role the dancer, while ideally acting as a responsive and inspiring collaborator in relation to the choreographer, does not otherwise contribute to the creation of movement material.

Each student is encouraged to develop their own individual creative voice through the exploration and performance of choreographic material. Workshops are given by both resident staff and visiting professionals and students also take part in work choreographed by their peers.

Additionally students reflect upon how the choreographic material, the information given and the various performance experiences have informed and helped them develop their practice. They articulate this in a piece of written work or in an oral presentation. They may thus begin to identify what they are trying to accomplish as individual dance artists, and/or as choreographers.

### 14 Indicative Reading List:

Acocella, J. (1995) *Mark Morris*. New York City, New York, USA: Noonday.

Anderson, J. (2011) *Art Without Boundaries*. Alton, UK: Dance Books.

Autard -Smith (2010) *A Practical Guide to Creative Success in Dance Making*. York, UK: Methuen Drama.

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

Burt, R. (1998) *Alien Bodies*. Abingdon, UK: Routledge.

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

Preston-Dunlop, V. (2014) *Looking at Dances: A Choreological Perspective on Choreography*. Los Angeles, California: Verve Publishing.

- 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

Students are at the centre of this learning process, which involves the discovery of a personal dance-making and dance-realising voice, and develop their own practice through workshops given by both resident staff and visiting professionals. They may also dance in work choreographed by their peers. Student choreographic work is often rehearsed during evenings and weekends and the studios are kept open for them to experiment with and develop their ideas. Feedback is given as students move towards the staging and performance of their choreographic work. Two performance periods per year are set aside solely for showing the work, and all student work is included (there is no selection process based upon judgement of

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merit.) Staging, performances and evaluation of their experience forms an important part of the student's learning process.

Tutorials with the module leader help students to articulate their views and structure into a reflective essay.

Teaching Method	Hours	Specific Learning Outcomes	Generic Learning Outcomes
Workshops	30	11.1, 11.2, 11.3	12.1, 12.2, 12.3, 12.4, 12.5, 12.7
Creative/rehearsal process	135	11.1, 11.2	12.2, 12.7, 12.8, 12.9, 12.10
Performance	20	11.1, 11.2, 11.3	12.1, 12.2, 12.3, 12.7, 12.11
Tutorials	5	11.4	12.4, 12.6, 12.8
Independent Study	10	11.4	12.1, 12.3, 12.4, 12.6
Total Hours	200		

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

### **Continuous Practical Assessment**

**50%**

Choreography & performance practice is assessed by a panel, which convenes to discuss each student's contribution to performances in respect of:

- 1) Student choreographic works/ in house solo performances/ contribution to choreographic and performance processes - 25%
- 2) Guest Choreographers work/ professional practice in rehearsal situations -25%

Practical assessment relates to Specific Learning Outcomes 11.1, 11.2, 11.3 and Generic Learning Outcomes 12.2, 12.3, 12.5, 12.7, 12.8, 12.9 12.10

### **Reflective Essay (2000 words) or Presentation (10 mins)**

**50%**

Relates to Specific Learning Outcome 11.4 and Generic Learning Outcomes 12.1, 12.4, 12.10

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

The module is delivered primarily in the five dance studios of the School.  
Resident staff and guests teach the curriculum of the module.

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- 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)

**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

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Post

.....  
Partner College/Validated Institution