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**SECTION 1: MODULE SPECIFICATIONS**  
**BA (Hons) in Ballet & Contemporary Dance**

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1. Title of the module  
Professional Ballet (RA 3002)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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  
Honours (level 6)
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 One
9. Prerequisite and co-requisite modules  
RA3001, RA3003
10. The programmes of study to which the module contributes  
BA (Hons) 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 intricacies of the ballet technique with ease and style at a professional level (A1, A3, C1, D1, D5, D10)
- 11.2 Show confidence and maturity in their approach towards their work (A1, A3, B1, C1, D10)
- 11.3 Demonstrate that they are equipped to start competing at audition, to secure a job in the dance profession upon graduation (A1, C1, C5)
- 11.4 Perform, at a professional level, ballet solos and/or repertoire (A2, A3, A4, C1, C5, D9, D11)

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 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 Understand group dynamics and be able to implement this understanding in practical contexts (A2, C3, D2, D8, D9, D10);
- 12.6 Negotiate and pursue goals; deal with success and failure in working with others (A2, B2, C3, D7, D9, D10);

13. A synopsis of the curriculum:

The principal goal of this module is to ensure the maximum development of the student's capacity to reach the standard of professional dancer, with further refinement of the technique accomplished during the Foundation Degree which normally precedes this BA (Hons) course. Students will also further enhance their rehearsal and performance skills, and develop a confidence and maturity in their approach towards their work.

Students will consolidate their knowledge of the classical technique, with emphasis on advanced pointe work for women, and more advanced virtuosic challenges for the men. Students will study a classical pas de deux, and receive one additional class of Double Work per week, where they will explore neo-classical partnering work and study repertory in this genre. This enables them to make further links between the various partnering techniques used in Ballet and Contemporary Dance.

14. Indicative Reading List:

Franklin, E. (2013) *Dance Imagery for Technique & Performance, Second Edition*. Champaign, Illinois, USA: Human Kinetics Publishing.

Homans, J. (2011) *Apollo's Angels: A History of Ballet*. London, UK: Granta Press.

Kant, M. (2012) *The Cambridge Companion to Ballet (Kindle Edition)*. Cambridge, UK: Cambridge University Press.

Messerer, A. (2005) *Classes in Classical Ballet*. Pompton Plains, New Jersey, USA: Limelight Editions.

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Paskevskaja, A. (2005) *Ballet Beyond Tradition*. Abingdon, UK: Routledge.

Thomassen, E. (2010) *Anatomy and Kinesiology for Ballet Teachers*. Alton, UK: Dance Books.

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 generally 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, a double-work class of 1.5 hours and separate solos classes for the men and women of one hour each per week. Solos at this level are extremely challenging, and require a considerable amount of 1-1 coaching and independent practice.

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	130	11.1, 11.2, 11.3, 11.4	12.1, 12.2, 12.3, 12.4
Pas de Deux/Double Work	20	11.1, 11.2	12.5, 12.6
Solos	30	11.1, 11.2, 11.4, 11.5	12.1, 12.2,
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 (including pas de deux)	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%

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- 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 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

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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

Date

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Print Name

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Post

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Partner College/Validated Institution

