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

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1. Title of the module  
Professional Contemporary Dance (RA 3003)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  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, RA3002
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 class room exercises and solo material with a professional level of movement quality, musicality, stage presence, commitment, helpfulness and co-operation, and dance technical ability within the genre of Contemporary Dance (A1, A4, C2, C4, C5, D1, D4, D5)
- 11.2 Show an informing presence of the effects of Ballet training to a professional level (A1, A4, C2, C4, C5, D6)
- 11.3 Demonstrate their individual and unique potential particularly in term of movement quality, musicality, presence and dance physicality at a professional level. (A3, C2, C4, C5, D1, D4, D5)

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:

This module is designed to deliver a professional level of competence within the genre of Contemporary Dance. A significant degree of work remains primarily concerned the Cohan/Graham style which is the core area of study within the related Foundation Degree. Through other classes in Contemporary Dance given each week, other styles are studied at a professional level usually through guest professional teachers and choreographers. Focus within these classes is upon styles and techniques presently exploited at the forefront of the profession.

Students work to attain an accomplished proficiency in all areas of the genre, with a clear command of musical accuracy phrasing and dynamics, and an assured individual movement quality.

In addition the student will begin to learn Contemporary Dance Solos. These will be performed before a panel of staff, students of the school and an invited audience.

14. Indicative Reading List:

Banes, S. (1993) *Democracy's Body: Judson Dance Theatre, 1962-1964*. Durham, North Carolina, USA: Duke University Press.

Burt, R. (2006) *Judson Dance Theater: Performative Traces*. Abingdon, UK: Routledge.

Howse, J. (2009) *Dance Technique, Injury Prevention and Care of the Dancer*. York, UK: Methuen Drama.

Craine, D. & Mackrell, J. (2010) *The Oxford Dictionary of Dance*. Oxford, UK: Oxford University Press.

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McDonagh, D. (2010) *The Rise and Fall and Rise of Modern Dance*. Atlanta, Georgia, USA: A Capella 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

The student receives five Contemporary Dance classes a week of one and a half hours each. There will be one Solos class of 1.5 hours per week. Solos are performed at the end of each term. There is also an observed test class.

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	150	11.1, 11.2, 11.3,	12.1, 12.3, 12.4, 12.5
Solos	20	11.1, 11.2, 11.3	12.2, 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
Solo	11.1, 11.2, 11.3	12.1. 12.2, 12.3

Assessment Weighting:

Technique classes 60%

Assessment class: 20%

Solo Performance: 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.

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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"

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

.....  
Date

.....  
Print Name

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Post

.....  
Partner College/Validated Institution