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

1. Title of the module
Accomplished Professional Ballet (RA 3004)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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 Two
9. Prerequisite and co-requisite modules
RA3001, RA3002, RA3003, RA3005
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:
11.1 Demonstrate the classical technique with an in-depth understanding of their own physicality in relation to its aesthetic, retaining their own individuality (A1, A3, A4, C1, D1)

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- 11.2 Demonstrate professional conduct in class, rehearsal and performance (A2, C5, C6, D2, D8)
- 11.3 Understand how to acquit themselves in their first job and future career (A3, A6, B3, B4, C5, D8, D11)
- 11.4 Show expertise as versatile dancers, conversant with both ballet and contemporary dance techniques (A1, C4, C5, D4, D6)
- 11.5 Demonstrate the assurance they have gained from the experience of performing ballet technique, solos and pas de deux to reach a level above that of professional competence (A1, A3, C1, C5, D5, 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:

This module completes the students' studies and prepares them for a smooth and secure transition into the professional dance world, with the emphasis upon the theatrical experience of performance.

Ongoing training consolidates ballet technique at an advanced professional level. Students continue to build upon the individual expression in performance, and to develop their professional practice through rehearsals, preparation for performance, and through auditioning.

14. Indicative Reading List:

Bennett, T. & Hutchinson Guest, A. (2000) *The Cecchetti Legacy*. Alton, UK: Dance Books.

Beaumont, C. and Idzikowski, S. (2012) *The Cecchetti Method of Classical Ballet: Theory and Technique*. Mineola, New York, USA: Dover Publications.

Grant, G. (2013) *Technical and Manual and dictionary of Classical Ballet*. Mineola, New York, USA: Dover Publications.

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

Messerer, A. (2007) *Classes in Classical Ballet*. New York City, New York: Limelight Editions.

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

Wooliams, A. (2006) *Method of Classical Ballet*. Munich, Germany: K.Kieser Verlag.

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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	40	11.1, 11.2	12.5, 12.6
Solos	20	11.1, 11.2, 11.4, 11.5	12.1, 12.2
Independent practice	10	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

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

.....
Print Name

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Post

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Partner College/Validated Institution