

UNIVERSITY OF KENT

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

1. Title of the module
Accomplished Professional Contemporary Dance (RA 3005)
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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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, RA3004
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 dance technical ability or dance technical creative understanding within the genre at above the level of professional competence, through class room exercises, solo material and/or choreography and choreographic processes; 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 at above the level of professional competence in Contemporary Dance (A1, A4, C2, C4, C5, D6)
- 11.3 Demonstrate pronounced individual and unique accomplishment, particularly in terms 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:

Work goes forward at a Professional level. A significant degree of work remains primarily concerned the Cohan/Graham style, which is the core area of study. Through other classes in Contemporary Dance given each week other styles are studied at a professional level usually through guest professional teachers. Focus within these classes is upon styles and techniques presently exploited at the forefront of the profession.

In this final stage of training, students work to attain a level of technical proficiency at (or indeed above) that of a professional dancer, together with highly individual movement quality, and a sophisticated command of musical accuracy, phrasing and dynamics.

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

14. Indicative Reading List:

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

Jordan, S. (1992) *Striding Out*. Alton, UK: Dance Books.

Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning*. Abingdon, UK: Routledge.

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Macaulay, A., (2011) *Matthew Bourne and His Adventures in Dance: Conversations with Alistair Macaulay*. UK: Faber & Faber.

Morrison, J. (1998) *The Vision of Modern Dance*. Alton, UK: Dance Books.

Strauss, M. & Nadel, M. (2012) *Looking at Contemporary Dance*. Hightstown, New Jersey, USA: Dance Horizons.

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%

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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

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Date

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Print Name

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Post

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Partner College/Validated Institution

