

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Acting Project 1
<b>Unit ID:</b>	CPPRO2101
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CPPSA1002 and CPPSD1002 and CPPSV1002) OR (CPPSS1001 and CPPSS1002)
<b>Co-requisite(s):</b>	(CPPSD2003 and CPPSV2003)
<b>Exclusion(s):</b>	(CPPRO2002 and PAATA2003)
<b>ASCED:</b>	100103

## Description of the Unit:

Building on foundational skills developed in first year, this unit will focus on transposing and applying these skills to the written and sung text. Through practice, students will be asked to engage with heightened language, examining its textures and features, with particular emphasis on how to perform it. They will explore various ways of approaching such material, formulating practical work methods and rehearsal strategies that accommodate its performance demands. Students will develop personal rehearsal techniques focused on evolving heightened language material into performance. It is expected that students integrate knowledge, skills and values gained in other studio classes into these performances where and as required.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:****Knowledge:**

- K1.** Identify elements of non-naturalistic text and music.
- K2.** Define the processes involved in preparing a non-naturalistic material for rehearsal.
- K3.** Identify distinguishing features of a variety of play texts, opera and music theatre composers and styles.
- K4.** Outline the basic principles for a personal preparation regime specific to non-naturalistic text.
- K5.** Distinguish between rehearsal and performance.

**Skills:**

- S1.** Analyse a non-naturalistic text.
- S2.** Devise performance strategies for rehearsing a variety of non-naturalistic texts.
- S3.** Illustrate problem-solving skills in collaboration with others.
- S4.** Demonstrate physical and vocal expressiveness specific to the needs of non-naturalistic texts.
- S5.** Explore the relationship between text and the use of space.
- S6.** Analyse and appraise an understanding of acting processes that apply to the rehearsal and performance of non-naturalistic text.

**Application of knowledge and skills:**

- A1.** Demonstrate collaborative skills, including sharing, reflecting, giving feedback in rehearsals.
- A2.** Evolve rehearsals into communicable theatrical performance.
- A3.** Illustrate relaxation methods within rehearsals and performances.
- A4.** Show consistency during performance.
- A5.** Describe a personal acting methodology as applied to the study of non-naturalistic text.
- A6.** Finesse the physical translation of non-naturalistic text into performance.

**Unit Content:**

- The unit has been designed to augment work being undertaken in Studio 4. Material will be drawn from a broad range of sources including ancient Greek plays, Shakespeare, Music Theatre and Opera, as well as contemporary examples of heightened language. Material studied in class may also be composed of, be the subject of, and be augmented by, screen oriented work.
- Close studies of language and linguistic features viewed through the lens of performance practice;
- Embodiment of heightened language;
- Improvisational approaches to heightened language;
- Relationship with audience;
- Evolving heightened language through rehearsals into performance.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A3	Participation in ongoing Acting Class Work; Theatre Practice rehearsals	Ongoing presentation of prepared scenes	30-50%
K5, S4, S5, A2, A3, A4, A6	Studio showings and performance	In-house and public performance	30-50%
K1, K2, K4, A1, A2, A5	Written reflection	Written Assignment/Workbook/Essay	10-40%

**Adopted Reference Style:**

Chicago ()

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)