

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ACTING PROJECT 3: SCREEN AND SMALL ENSEMBLE PROJECTS
Unit ID:	CPPRO3103
Credit Points:	15.00
Prerequisite(s):	(CPPRO2102 and CPPSD2004 and CPPSV2004)
Co-requisite(s):	(CPPSD3005 and CPPSV3005 and PACAC3005)
Exclusion(s):	Nil
ASCED:	100103

Description of the Unit:

This unit progresses performance skills developed by students in Acting Projects 1 and 2. At this advanced level of study, learning will focus on two primary performance strands: Screen Acting and Small Ensemble Projects. Taken together, both strands constitute an in-depth practice-based performative study across mediums. In Screen Acting, students will investigate circumstances governing film performance. In Small Ensemble Projects, students work intensely and collaboratively to produce full stage productions. Material for Small Ensemble Projects may be drawn from a broad range of theatrical genres including musicals, cabaret, self-devised works or pre-existing play texts. Students may be asked to participate in production-related processes and activities.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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

CourseLevel:

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

Learning Outcomes:

Knowledge:

- K1.** Identify performance features in Screen Acting and Small Ensemble Projects.
- K2.** Outline key rehearsal strategies associated with working in Screen Acting and Small Ensemble Projects.
- K3.** Define collaborative dimensions of working in Screen Acting and Small Ensemble Projects.
- K4.** Define key elements of the relationship between performer and director.
- K5.** Identify production elements in Screen Acting and Small Ensemble Projects.

Skills:

- S1.** Demonstrate appropriate physical and vocal adjustments in Screen Acting and Small Ensemble Projects.
- S2.** Adapt personal performance strategies throughout rehearsals.
- S3.** Adjust to critical feedback.
- S4.** Show a clear capacity to collaborate with fellow artists.
- S5.** Exhibit a mode of independent performance practice.
- S6.** Demonstrate associated performance tasks appropriate to in Screen Acting and Small Ensemble Projects.

Application of knowledge and skills:

- A1.** Transform rehearsal activities into communicable performance outcomes in Screen Acting and Small Ensemble Projects.
- A2.** Apply an advanced level of professional practice appropriate to rehearsal and performance.
- A3.** Produce consistency during performances.
- A4.** Reflect coherently upon the process of working in Screen Acting and Projects.

Unit Content:

This unit progresses performance skills developed by students in Acting Projects 1 and 2. At this advanced level of study, learning will focus on two primary performance strands: Screen Acting and Small Ensemble Projects. Taken together, both strands constitute an in-depth practice-based performative study across mediums. In Screen Acting, students will investigate circumstances governing film performance, from terminology to space and equipment. They will develop a thorough working knowledge of acting processes involved in developing performance for camera and apply this by creating high-level screen performance. In Small Ensemble Projects, students work intensely and collaboratively to produce full stage productions. They acquire an in-depth understanding of constituent dramaturgical elements, rehearsal techniques and how to translate skills acquired during rehearsals into high level stage performance. Material for Small Ensemble Projects may be drawn from a broad range of theatrical genres including musicals, cabaret, self-devised works or pre-existing play texts. Students may be asked to participate in production-related processes and activities.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K4, A4, K3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, S4, A1	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	A2, S5, K3	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A1, A2, A3	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S3, S5, K4	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, S4, S6	Class/ Rehearsal Participation	Ongoing In-class Presentation	30 - 50%
K1, S3, S4, S5, A1, A2, A3, S6	Participation in Performances	In-house/Public Performance	30 - 50%
K1, K2, K5, A4, K4, K3	Written Reflection	Written Assignment/Essay/Wk Bk	10 - 40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with

the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)