

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** FOUNDATION SKILLS ACTING STUDIO 1

**Unit ID:** CPPSA1001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** (CPPSD1001 and CPPSV1001)

**Exclusion(s):** Nil

**ASCED:** 100103

**Description of the Unit:**

This unit is divided into two strands: Acting and Music Theatre/Theatre Practice. This foundational training practice grounds the emerging actor in a variety of exercises and activities designed to open the creative pathways of the developing artist.

**Acting:** During this initial semester students will explore fundamental skills of the actor's craft by focusing on the basic elements of performance. Student actors will be taught techniques that explore personal connection with material in the studio setting.

**Theatre Practice:** In the Music Theatre/Theatre Practice component of the unit students explore, in a practice-based way, how acting processes evolve into performance.

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Define fundamental elements of the acting process.
- K2.** Identify storytelling processes through text and song.
- K3.** Explore the relationship between mind and body during acting processes.
- K4.** Investigate concepts of improvisation.
- K5.** Build confidence exploring space, time, rhythm and sound.
- K6.** Explore a sense of self and authenticity in the work.

#### Skills:

- S1.** Practice being open, engaged and responsive.
- S2.** Illustrate the actor's impulse, spontaneity and creativity through improvisation.
- S3.** Demonstrate consistency and discipline in a daily personal practice.
- S4.** Practice taking creative risks and initiating a sense of self and authenticity in the work.
- S5.** Build a strong and communicable physical expressiveness.
- S6.** Analyse and appraise personal acting processes.

#### Application of knowledge and skills:

- A1.** Use theatrical space and time to dramatic effect.
- A2.** Demonstrate psychophysical ease, freedom, simplicity and authenticity in performance.
- A3.** Practice integrating Acting, Voice, and Acting through Song skills in performance.
- A4.** Rehearse and perform effectively as an ensemble member.
- A5.** Practice collaborative skills, including sharing ideas, reflecting, questioning, giving and receiving feedback and seeking contact.
- A6.** Evaluate personal strengths and weaknesses.

#### Unit Content:

**Acting:** Students engage in exercises and activities that are designed to develop the actor's imagination and creative state.

**Theatre Practice:** Students will participate in a variety of projects that culminate in small studio-based showings of performance work. This performance component encourages the links between process-based work and performative outcomes, requiring students to integrate acting, voice, singing, dance and movement skills.

#### Topics may include:

- Improvisation
- Storytelling
- Acting through song

- Viewpoints
- Self-Devising
- Neutral Mask
- Scenic Elements

### 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, S2, S6, A5.	AT1, 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.	K3, K5, S4.	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.	S3, S5, A2, A4, A6.	AT1, AT2, AT3
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.	K2, K4, S1, S5, A1, 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.	K6, S4, A2	AT1, AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, S5, A2, A5.	Participation and engagement in studio practice of Acting and Theatre Practice.	Demonstration of continuous learning in class, showing evidence of growing application of skills and knowledge through embodied participation and technique and skill presentations.	40-50%
K6, S2, S4, A1, A2, A3, A4.	Work in progress is to be presented which demonstrates critical reflection and interpretation of information through physical and vocal expression.	In-house studio performances.	30-40%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S6, A6.	Ongoing critical reflection and written responses to learning experiences throughout the semester.	Reflective Journal/Workbook	20-30%

### 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](#)