

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: FOUNDATION SKILLS DANCE STUDIO 1

Unit ID: CPPSD1001

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): (CPPSA1001 and CPPSV1001)

Exclusion(s): Nil

ASCED: 100105

Description of the Unit:

This unit is an introduction to dance and movement, a studio-based practice in Performing Arts. It is designed to develop technical foundations and co-ordination across a range of styles including Ballet, Jazz, Tap and Movement. Students work at a skill level relevant to their physical capacity and prior learning, which facilitates optimum learning outcomes.

As part of the groundwork that underpins dance and movement training, students encounter a holistic approach in developing physical and mental wellness through mind-body fitness training.

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.** Examine technical requirements of Classical Ballet, Tap and Jazz dance styles within the theatrical context
- K2.** Experience the body as an expressive instrument
- K3.** Explore physical characteristics of various dance and movement styles from a historical perspective
- K4.** Develop knowledge of dance and movement languages across a range of styles and forms
- K5.** Recognise the importance of developing physical and mental wellness
- K6.** Examine anatomical structures related to dance and movement
- K7.** Develop understanding of safe dance practices

Skills:

- S1.** Adapt to various fitness activities, dance forms and styles
- S2.** Develop strength, flexibility, coordination, and rhythm
- S3.** Develop characterisation through dance and movement
- S4.** Practice taking creative risks
- S5.** Demonstrate the ability to follow direction
- S6.** Develop physical awareness through connection to breath
- S7.** Develop understanding of the relationship between dance, movement, and music

Application of knowledge and skills:

- A1.** Demonstrate an introductory level of practice related to dance techniques and movement forms
- A2.** Exhibit physical flexibility, openness, and ability to express oneself with imagination and conviction
- A3.** Demonstrate an introductory level of skill in multiple dance forms
- A4.** Demonstrate understanding and application of anatomical structures related to dance and movement through a written appraisal
- A5.** Evaluate own strengths and weaknesses reflecting on past working practices and identify key areas of discovery within dance and movement

Unit Content:

This unit introduces techniques of various dance and movement forms. Dance styles taught may include jazz/music theatre dance, classical ballet, tap, contemporary dance and movement. In class performance exercises and activities provide the links that are made between process-based work and performance outcomes.

Topics covered may include stretching methods, fitness, posture and alignment, turning, isolation, physical characterisation, spatial and kinaesthetic awareness, dance specific anatomical knowledge, dance

vocabulary across a variety of genres, audition practice, improvisation and composition.

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, K3, K5, S4, S7, 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.	K2, S3, S4, A2	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.	K4, S1, S5	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.	K5, S6, S7, A1, A2, A4, A5	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.	N/A	N/A

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K7, S1, S2, S3, S4, S5, S6	Participation and engagement in studio practice of dance and movement	Demonstration of continuous learning, active participation and skill development in class	40-50%
S3, S5, S7, A1, A2, A3	Work in progress (dance and movement skills) to be presented within a classroom examination setting	Performance	30-40%
K6, A4, A5	Ongoing critical reflection and written responses to learning experiences throughout the semester	Reflective journal and quiz	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](#)