

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	FOUNDATION SKILLS DANCE STUDIO 2
Unit ID:	CPPSD1002
Credit Points:	15.00
Prerequisite(s):	(CPPSA1001 and CPPSD1001 and CPPSV1001)
Co-requisite(s):	(CPPSA1002 and CPPSV1002)
Exclusion(s):	Nil
ASCED:	100105

Description of the Unit:

This unit builds on the foundation studio dance and movement practice developed in CPPSD1001. It is designed to continue the development of solid technical foundations 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 a combination of mind-body fitness training and theoretical study.

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

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 technical requirements of Classical Ballet, Tap and Jazz dance styles within the theatrical context
- K2.** Experience the body as an expressive instrument
- K3.** Explore further the physical characteristics of various dance and movement styles and their application to theatre performance
- K4.** Build knowledge of dance and movement languages across a range of styles and forms
- K5.** Understand the importance of developing physical and mental wellness
- K6.** Explore dance and movement as means of storytelling

Skills:

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

Application of knowledge and skills:

- A1.** Demonstrate a competent level of practice related to dance techniques and movement forms
- A2.** Exhibit an increase in physical flexibility, openness, and ability to express oneself with imagination and conviction
- A3.** Exhibit a competent level of skill in multiple dance forms
- A4.** Demonstrate understanding and application of physical and mental wellness practices for performers through a written appraisal
- A5.** Reflect upon and demonstrate the relationship between performer and audience in theatre

Unit Content:

This course continues to build upon previously learnt dance techniques and movement forms. Dance styles taught may include jazz/music theatre dance, classical ballet, tap, contemporary dance and movement. Classes provide further opportunities to develop solid technical foundations in various dance and physical theatre forms, through studio-based practical application.

Topics covered may include stretching methods, fitness, posture and alignment, turning, isolation, rhythm, counting, physical characterisation, spatial and kinaesthetic awareness, dance and movement 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, 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, A5	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, S1, S2, S3, S4, S5, S6, S7	Participation and engagement in studio practice of dance and movement	Demonstration of continuous learning, active participation and skill development in class	40-50%
K6, S2, S3, S5, S6, S7, A1, A2, A3, A5	Work in progress (dance and movement skills) to be presented within a classroom examination setting	Performance	30-40%
K5, A4, A5	Ongoing critical reflection and written responses to learning experiences throughout the semester	Reflective journal and research task	20-30%

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)