

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)
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Work Experience:

No work experience

Placement Component:	No
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Supplementary Assessment:	Yes
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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 unit 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.

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"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	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"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	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"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	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"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	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"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

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	Ongoing critical reflection and written responses to learning experiences throughout the semester	Reflective writing and research task	20-30%

Adopted Reference Style:

Chicago ()

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

 Fed Cite - [referencing tool](#)