

# Unit Outline (Higher Education)

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

**Unit Title:** CRITICAL STUDIES IN THEATRE 1

**Unit ID:** PAATC1001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 100103

**Description of the Unit:**

Students are offered different ways of thinking about creativity as it is expressed in the performing arts with particular reference to music theatre. Alongside this, students learn appropriate methods for the critical appraisal and historical analysis of their art form and apply these methods in assessment tasks that include reflective work, group activities and individual researched writing. Students are inducted into methods of research, writing and referencing appropriate to study at University.

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

**Work Experience:**

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

**Does Recognition of Prior Learning apply to this Unit?** No

**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 and submitted all major assessment tasks.

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input 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.** Account for some key critical paradigms, historical contexts and dramaturgical practices that underpin study of the performing arts
- K2.** Define what is meant by performance analysis including the specific types of language that might be applied.
- K3.** Describe some of the complexities involved in the study of new work and interpretation of existing works
- K4.** Understand research processes and documentation

#### Skills:

- S1.** Demonstrate ability to read and analyse performance through a number of key analytic tools.
- S2.** Demonstrate ability to express ideas through verbal and written communication.
- S3.** Display ability to think creatively, critically and independently.
- S4.** Display research skills including practice led research
- S5.** Manage time and work loads individually and in group work

#### Application of knowledge and skills:

- A1.** Apply individual, self-organised work practices
- A2.** Engage in collaborative and co-operative work practices
- A3.** Understand appropriate historical contexts and dramaturgical approaches and apply this knowledge to different styles of performance

#### Unit Content:

Topics may include:

- Historical contexts in the performing arts with reference to key studies of significant artists
- Methods for the critical appraisal and analysis of the art form
- Methods of research, writing and referencing appropriate to study at University, including practice-led research

#### 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.	S1, K2, K3	AT4
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, A4, K4	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, K1,	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.	S2, A3, S4	AT2
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.	S5, A1	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S2, A3, A2	Attendance and participation at lectures, tutorials and excursions	Attendance and Participation	10-20%
S4, A4, S5, K3, K4	Class Presentation	Presentation of practice led research including verbal report.	20-30%
K1, S1, A1, K2	Casebook/presentation	Research, analysis, reflection and presentation with documentation on an area of study.	30-50%
A1,A4, S3, S4	Research essay with Chicago Note bibliography and footnotes	Research Essay	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](#)