

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: CRITICAL STUDIES IN THEATRE 3

Unit ID: PAATC2003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 100103

Description of the Unit:

As an outcome of this unit students research heightened theatrical style from Ancient Greeks through to the twenty-first century and reflect upon the development of different performance languages. Students examine the ways in which key artists have responded to their political, social and cultural environment and to changing technologies. Students compare these trajectories and categories and analyse their relationship to Music Theatre. Students identify appropriate methods for the critical appraisal and analysis of heightened style in the performing arts and apply these methods in written and performative assessment tasks.

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.** Identify performance styles across a range of historical and aesthetic practices from the Ancient Greeks to contemporary times.
- K2.** Recognise heightened theatrical style and identify the relationships between music theatre and other art forms through history.
- K3.** Interpret the influence of political, cultural and social movements on art, with a particular emphasis on theatre and music theatre.
- K4.** Be aware of seminal works and significant theorists, playwrights and practitioners relating to heightened theatrical style
- K5.** Recognise theoretical paradigms that underpin a study of the performing arts and relate this to music theatre
- K6.** Research dramaturgical principles as they can be applied to analysis of heightened style in theatre

Skills:

- S1.** Demonstrate research skills relevant to theoretical and studio based practice.
- S2.** Analyse heightened theatrical style in the wider context of artistic and cultural histories with particular reference to music theatre
- S3.** Demonstrate an ability to thoughtfully express ideas through verbal and written communication.
- S4.** Display ability to think critically and independently
- S5.** Apply skills in collaborative practice and group work
- S6.** Build ability to organisation individual study plans and practices

Application of knowledge and skills:

- A1.** Compare critical perspectives and be able to articulate a self-reflexive position regarding heightened style in theatre and music theatre
- A2.** Adapt notions of style from historic contexts to contemporary performance
- A3.** Apply individual, self-organised work practices.
- A4.** Engage in collaborative and co-operative work practices
- A5.** Apply self-reflexive reflection and decision making to the creative process

Unit Content:

Topics may include:

- Historically situated approaches to heightened theatrical style and its relationship to Music Theatre.
- The significance of key artists and theorists to the development of theatrical style from Aristotle, Shakespeare, Moliere, the 20th C Avant Garde to key contemporary practitioners,

- Aesthetic, social and political forces affecting the development of theatrical style across diverse periods
- The response of key artists to their times and to changing technologies.
- Methods for the critical appraisal and analysis of theatre and music theatre
- Languages of critical analysis applied to theory and to practice

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, K2, S1, A3, A4	AT1, AT2
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,S2, A2	AT3, AT4
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.	K5, S4, A1	AT4, 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.	K4, S3, A4, 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, S5, A5, A6	AT4, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S2, A1, K5, K7	Research Essay including analysis of a live performance (1,500 - 2,000 words)	Research essay requiring evidence of research into and understanding of style and genre, applied to an analysis of live performance.	30-50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K4,S4, A2, S6	Short answer test: 2 hours	Test of the history of style and genre in performance requiring assimilation and understanding of key concepts and significant artists and their contributions	20-40%
K2, S3, A4, A5	Tutorial participation, completion of hurdle tasks as required and class attendance as measured by written notes brought to class	Class engagement, completion of hurdle tasks as required and contribution to discussion.	10-20%
K3, S1, A3, K6, S6	Class Presentation	Class presentation relating to weekly study of the development of style in theatre	20-40%

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](#)