

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

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	<input type="checkbox"/>	<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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:

- Historically situated approaches to heightened theatrical style and its relationship to Theatre and 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

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 be 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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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 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, K5, S2, A1	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%
K4, S4, S6, A2	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, S5, 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, K6, S1, S6, A3	Class Presentation	Class presentation relating to weekly study of the development of style in theatre	20-40%

Adopted Reference Style:

Chicago ()

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

Fed Cite - [referencing tool](#)