

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: CRITICAL STUDIES IN THEATRE 4

Unit ID: PAATC2004

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 100103

Description of the Unit:

This unit follows the development of Naturalism and Realism from the C19th to C21st, in theatre in Europe, the US and Australia. Students examine what it means to 'act naturally' and consider the limits of a style of theatre that aspires to hold the 'mirror up to nature' and reflect real life on stage. Students research the broad social contexts and philosophical shifts that underpin the development of naturalism and realism in the theatre. As a result of this unit students analyse and reflect upon the continuing dominance of realism in theatre to contemporary times. Key theorists, playwrights and plays will be studied along with the rise of the director.

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	<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.** Define the development of naturalism in writing and performance from the 19th century to the 21st century.
- K2.** Recognise significant playwrights, practitioners, teachers, theorists, companies and their contribution to the development of naturalism/realism.
- K3.** Recognise the key elements and developments in the system of performing formulated by Stanislavsky and his followers.
- K4.** Identify the philosophical, social, cultural and economic forces contributing to the development of ideas expressed in Naturalism and Realism on stage.

Skills:

- S1.** Apply methods of research, response, discussion, collaboration and reflection, as a basis for lifelong learning
- S2.** Demonstrate critical and analytical thinking, oral and written expression and contemporary research approaches
- S3.** Show evidence of individual, self-organisational work practices
- S4.** Display collaborative and co-operative work practices

Application of knowledge and skills:

- A1.** Apply Stanislavsky's system to rehearsal texts
- A2.** Analyse scripts, rehearsal and production processes for live performances
- A3.** Contextualise practical learning and aesthetic production within the history of naturalism/realism in theatre from the 19th Century to the 21st century
- A4.** Evaluate the contribution of key artists and theorist and the relationship of their work to the history of naturalism/realism.
- A5.** Apply self-reflexive reflection and decision making to the creative process
- A6.** Apply critical analysis to live performance in the context to naturalism and realism

Unit Content:

Topics may include:

- The development of Naturalism and Realism from the C19th to C21st, in play/script writing and staging in Europe, America and Australia.
- Changing notions of 'reality' through modernity into contemporary times.
- The philosophical, economic, technical, social and political threads running through and influencing the development of realism.

- Playwrights such as Ibsen, Chekhov, O'Neill, Miller, Williams, O'Casey, Pinter, contemporary drama, post drama and documentary theatre.
- The rise of the director, particularly the methods and influence of Stanislavsky.
- The 'marketplace' in which theatre is created

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, S2, A2, A6, A4,	AT2, 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.	K3, A2, A5, A3	AT1, AT3
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, A5, S3, S4	AT1, 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.	A4, A6, K4, A5	AT2, AT3, AT4
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.	K4, S4, A5, A6, A1	AT3, AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S3, A5	Tutorial participation, completion of hurdle tasks as required and class attendance as measured by written notes brought to class	Tutorial participation, completion of hurdle tasks as required and class attendance as measured by written notes brought to class	5-15%
K4, S3, A2, A6	Reflective critical essay on Naturalism including annotated bibliography.	Individual research with performance analysis	30-50%
K2, K3, S2, A1	Researched group presentations during tutorials with written notes to be handed in.	Oral presentations	10-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, A3, A4	Short answer test	Short answer test	20-40%

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)