Course Outline (Higher Education)

School: School of Arts
Course Title: COLLABORATIVE WORKSHOP 1 (COLLABORATION)
Course ID: ACACW1001
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED: 100199

Description of the Course:
This course introduces students to collaborative creative processes through a range of creative practices that may include combinations of performance, movement and voice, video and music, composition and generative writing. This will be undertaken in response to specific provocations, such as site, story, body and voice, time and environment. Study will include studio practice and theory that introduces students to philosophies and practices of performing artists at work in a range of situations. Students will work to activate their potential as performers and to experience a collaborative process in action.

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

Supplementary Assessment: Yes
Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
<td>✗</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:
Knowledge:

K1. Identify notions of creative identity in practical settings
K2. Establish dramaturgies and practical methods of working with body and voice in response to story, site and environment to create a collaborative work in practice
K3. Outline an overview of the elements, dynamics and timelines around collaborative creative process
K4. Identify the relationship between individual creativity and teamwork within a collaborative process
K5. Build capacity to critically appraise artistic practice and creative work in context.

Skills:

S1. Question and shape individual creative identity and leadership capacities
S2. Apply creative processes and training strategies including awareness of body and voice in individual and group projects
S3. Able to reflect on project-in-progress work and provide appropriate critical response to peers
S4. Able to work with personal and group dynamics to serve a shared created goal.

Application of knowledge and skills:

A1. Demonstrate awareness of body and voice in relationship to site, story, space, time and environment
A2. Demonstrate awareness of group dynamics and processes
A3. Articulate and express ideas as they emerge from the creative process
A4. Explore artistic expression and allied scholarly forms through embodied practice
A5. Maximise and connect skills sets through collaborative use of shared skills
A6. Reflect on own and others' creative processes.

Course Content:

Topics may include:

- Introduction to collaborative creative processes that may include combinations of movement and voice, video and music, composition and generative writing
- Specific provocations such as activating site, materials, body, voice, time and space and environment through embodied practice
- Philosophies and practices of artists at work in a range of contexts
- Embodied approaches in relationship through body and voice to space and place and to the environment and how this might be expressed individually and through collaborative creative practice.

Values:

V1. Develop awareness of the range of applications of creative processes
V2. Cultivate independence of thought and authentic expression
V3. Develop a concept of artistic identity
V4. Acquire an openness to receive artistic feedback
V5. Build a framework of personal and group ethics
V6. Appreciate responsibilities, dynamics and potentials of group processes

Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.

<table>
<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Development and acquisition of GAs in the course</th>
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<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td>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.</td>
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<tr>
<td>GA 2 Innovators</td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
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<tr>
<td>GA 3 Citizens</td>
<td>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.</td>
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<tr>
<td>GA 4 Communicators</td>
<td>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.</td>
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<tr>
<td>GA 5 Leaders</td>
<td>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.</td>
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<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tr>
<td>K1, K3, K4, K5, S2, S3, S4, A3, A5, A6</td>
<td>Working in a collaborative group to develop and present a proposal for performance/creative outcome</td>
<td>Group presentation and proposal documentation</td>
<td>20-30%</td>
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<tr>
<td>K2, S1, S3, A1, A2, A5, A6,</td>
<td>Working in a collaborative group to produce a creative response to a given theme/stimulus</td>
<td>Group performance/creative outcome</td>
<td>30-50%</td>
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<tr>
<td>K1, K3, K4, K5, S2, S3, S4, A3, A4</td>
<td>Individual reflections and creative exploration on the group collaboration experience</td>
<td>Individual Reflective Journal</td>
<td>20-40%</td>
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**Adopted Reference Style:**

Chicago

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Fed Cite - [referencing tool](https://fedcite.federation.edu.au)