Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: APPLIED CREATIVE ARTS PERFORMANCE PRACTICE 2
Course ID: ACAPP1002
Credit Points: 15.00
Prerequisite(s): (ACAPP1001)
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 100103
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td>5</td>
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<table>
<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
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<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 elements of the actor’s approach to text
K2. Outline processes involved in preparing a text for rehearsal
K3. Identify the link between improvisation and text-based material
K4. Define collaborative dimensions of the rehearsal process
K5. Make distinctions between rehearsal and performance.

Skills:

S1. Analyse a script
S2. Compile an annotated script
S3. Demonstrate a rehearsal methodology based on the extraction of information from a script, which includes given circumstance, action/objective, character, and thematic construction
S4. Show a relationship between text and the use of space in rehearsal and performance
S5. Illustrate basic strategies for rehearsing scenes
S6. Demonstrate consistency during performance
S7. Practice taking creative risks.
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Application of knowledge and skills:

A1. Interpret the principles of acting processes
A2. Produce examples of text analysis
A3. Formulate body and mind practice during rehearsal and performance
A4. Transform rehearsal activities into communicable performance outcomes
A5. Adapt approaches for a range of audiences.

Course Content:

Topics may include:

- Imagination and the creative state
- Storytelling
- Addressing the audience
- Actor’s Voice
- Improvisation
- Analysing a dramatic text
- Actions and objectives
- Building a character.

Values and Graduate Attributes:

Values:

V1. Discipline, independence, respect, trust, generosity and focus
V2. Personal and group ethics
V3. Professional attitude to all aspects of performance work
V4. Flexibility, openness, and the ability to express with imagination and conviction
V5. Receptivity to artistic feedback and the capacity to provide constructive feedback to other artists.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students are able to reflect critically on their performance practices and are developing an understanding of performance form and style for a range of audiences.</td>
<td>High</td>
</tr>
<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students have developed a strong personal work ethic, skills to think and reason clearly, coherently and creatively. Student actors will be able to critically reflect on the effectiveness of their actions.</td>
<td>High</td>
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<tr>
<td>Capable, flexible and work ready</td>
<td>Students have established emerging strategies for collaborating with other performing students, teachers and guest artists and their audiences.</td>
<td>Medium</td>
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</table>
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### Attribute

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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students will demonstrate cultural sensitivity to their own and other’s history and social forces by displaying a commitment to ethical action, interpersonal respect and social responsibility.</td>
<td>Low</td>
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### Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, S7, A2, A3</td>
<td>Participation in ongoing Performance Practice Class Work</td>
<td>Class engagement and participation</td>
<td>30-50%</td>
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<tr>
<td>K4, K5, S2, S4, S6, S7, A1, A2, A3, A5</td>
<td>Group devised showings</td>
<td>In-house performances</td>
<td>30-50%</td>
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<tr>
<td>K2, K4, S3, A1, A2</td>
<td>Weekly written reflection</td>
<td>E-Journal</td>
<td>15-25%</td>
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<tr>
<td>K1, K4, A1, A5</td>
<td>Summative written reflection</td>
<td>Essay</td>
<td>5-15%</td>
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### Adopted Reference Style:

Chicago