Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: APPLIED CREATIVE ARTS PERFORMANCE PRACTICE 4
Course ID: ACAPP2004
Credit Points: 15.00
Prerequisite(s): (ACAPP2003 or ACAPV2003)
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 100103
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
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<tr>
<td>Introductory</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. Demonstrate understanding of the principles of applied performance, social transformation and ethical practice
K2. Understand and articulate the performance approach taken to address broader social or interpersonal contexts
K3. Identify distinguishing features of a variety of applied performance approaches, authors and styles
K4. Outline the basic principles for a personal and group preparation regime specific to social context
K5. Distinguish between ‘process drama’ and rehearsal and performance for theatre.

Skills:

S1. Employ leadership strategies to effectively and sensitively manage group dynamics and workshop leadership
S2. Devise acting and performance making strategies for rehearsing Boal’s theatre techniques
S3. Illustrate problem-solving skills in collaboration with others
S4. Demonstrate physical and vocal expressiveness specific to the needs of texts and situations
S5. Explore the relationship between text and the use of space for diverse audiences
Course Outline (Higher Education)

ACAPP2004 APPLIED CREATIVE ARTS PERFORMANCE PRACTICE 4

**S6.** Analyse and appraise an understanding of acting processes that apply to the rehearsal and performance of applied performance.

**Application of knowledge and skills:**

A1. Illustrate collaborative skills, including sharing, reflecting, giving feedback in rehearsals
A2. Evolve workshop leadership skills
A3. Demonstrate relaxation methods within rehearsals and performances
A4. Show ethical awareness and consistency during performance
A5. Describe a personal acting methodology as applied to the study of applied theatre
A6. Understand the physical translation of applied theatre into performance.

**Course Content:**

Topics may include:

- Augusto Boal and Theatre of the Oppressed
- Image Theatre, Forum Theatre, and Rainbow of Desire
- Process drama
- Playback theatre
- Diverse and/or specific audiences
- Workshop facilitation and leadership
- Theatre in the community
- Personal and social empowerment through arts practice
- Theatre and performance as action research.

**Values and Graduate Attributes:**

**Values:**

V1. Personal and group ethics
V2. Professional attitude to all aspects of their work
V3. Take creative risks in goal oriented activities
V4. Creative initiative and leadership abilities
V5. Flexibility, openness, and the ability to express with imagination and conviction
V6. Receptivity to artistic feedback and the capacity to provide constructive feedback to other artists
V7. Awareness of social hierarchies and their affects.

**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 can reflect critically on their performance practices and are developing an understanding of performance form and style in applied situations.</td>
<td>High</td>
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<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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</table>
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<th>Focus</th>
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<tbody>
<tr>
<td>Capable, flexible and work ready</td>
<td>Students have established emerging strategies for collaborating with other</td>
<td>Medium</td>
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<td></td>
<td>performing students, teachers and guest artists and have developed an understanding of social hierarchies and their effects.</td>
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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>Medium</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>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K3, S1, S2, S3,</td>
<td>Participation in ongoing Acting and applied Theatre Practice rehearsals</td>
<td>Ongoing presentation of prepared scenes/Forum Theatre techniques</td>
<td>30-50%</td>
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<tr>
<td>A1, A3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K5, S4, S5, A4, A2,</td>
<td>Workshop leadership</td>
<td>In-house and public performance/workshop</td>
<td>15-30%</td>
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<tr>
<td>A3, A6</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A5, S6, K4</td>
<td>Weekly written reflection</td>
<td>Acting workbook</td>
<td>5-15%</td>
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<tr>
<td>K3, S6</td>
<td>Summative written reflection</td>
<td>Essay</td>
<td>15-30%</td>
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**Adopted Reference Style:**

Chicago