

# Course Outline (Higher Education)

<b>Faculty:</b>	Faculty of Education and Arts
<b>Course Title:</b>	EXPRESSION: BALANCE, BREATH AND MOVEMENT
<b>Course ID:</b>	CAXDC1001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	100301

## Description of the Course :

Who am I? How do I express 'self as artist'? This course is an introduction to the interrelationship between balance, breath and movement and how it impacts the creative artist. It consists of a series of experiential studio based practical activities designed to attune the senses to appreciate the beauty of the three-dimensional 'self'. We begin with the human design as the central organizing principle that is key to all human activity, the 'self' is place of possibility. This place is not restricted by unnecessary tension in either body or the mind, a place where imagination can respond with immediacy, creativity and spontaneity. Students are invited to explore embodied knowledge through the creative practices of Alexander Technique, Neutral Mask, Mark Making, Mindfulness, Meditation, Breath, Voice and Movement.

## Grade Scheme:

Graded (HD, D, C, etc.)

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

## Learning Outcomes:

### Knowledge:

- K1.** Define improved balance, breath and movement through Alexander Technique, Meditation and mindfulness practice.
- K2.** Examine reflexive breathing technique and its application to creative application.
- K3.** Investigate the three-dimensional self as a creative artist.

### Skills:

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- S1.** Demonstrate bold artistic choices and take creative risks.
- S2.** Discuss the elements of cooperating with the human design.
- S3.** Recognise personal habituated balance, breath and movement patters.
- S4.** Practice relaxation methods to improve adaptability, spontaneity and creatively.

## Application of knowledge and skills:

- A1.** Demonstrate spontaneity, adaptability, creativity through responsive creative practice.
- A2.** Exhibit imaginative connection to artistic processes.
- A3.** Develop collaborative skills, including sharing, reflecting, questioning, giving feedback and seeking contact.

## Course Content:

Students explore, in a practice-based way, how integrative practices of Alexander Technique, mindfulness, meditation, neutral mask enhance embodied learning. They will participate in class activities and projects that make links between process-based work and creative outcomes.

Topics may include:

- Mindfulness
- Alexander Technique
- Neutral Mask.

## Values:

- V1.** Discipline, independence, respect, trust, generosity and focus
- V2.** Personal and group ethics
- V3.** Professional attitude to all aspects of creative endeavor
- 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.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students reflect critically on their performance practices and are developing an understanding of performance form and style	High
Critical, creative and enquiring learners	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	High
Capable, flexible and work ready	Students have established emerging strategies for collaborating with other performing students, teachers and guest artists	Low

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	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	Medium

## Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S3, S4, A1, A3	Participation, discussion and application of class work	Demonstration of skills	30 - 40%
S2, A2, K1	Weekly recording in the 'Book of Days' creative impressions of class work	Workbook	30-40%
K3, S1, A1, A3	Creating a digital response to class activities.	Reflective journal	30-40%

## Adopted Reference Style:

Chicago