Course Outline (Higher Education)

**Faculty:** Faculty of Education and Arts

**Course Title:** ACTING PROJECT 1: NATURALISM

**Course ID:** CPPRO2001

**Credit Points:** 15.00

**Prerequisite(s):** (CPPSF1001 and CPPSF1002)

**Co-requisite(s):** (CPPSV2003, CPPSD2003)

**Exclusion(s):** (PAATA2003)

**ASCED Code:** 100103

**Description of the Course:**
Building on foundational skills developed in first year, this course will focus on transposing and applying these skills to the written and sung text. Students will learn a variety of strategies for working with selected written texts, beginning with a fundamental grounding in text analysis: how a text may be examined for relevant information; how this information can be ordered and translated into rehearsal strategies, and how it may be used in performance. Through practice, students will investigate the stylistic tenets of Naturalism. They will acquire a working vocabulary of terms appropriate to the form. They will develop personal rehearsal techniques designed to assist them in evolving text-based scenework. These techniques will be developed and applied within the context of performance. It is expected that students integrate knowledge, skills and values gained in other studio classes into these performances where and as required.

**Grade Scheme:**
Graded (HD, D, C, etc.)

**Program Level:**

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
</tr>
<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.
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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.
S7. Practice taking creative risks.

Application of knowledge and skills:

A1. Interpret the principles of acting processes.
A2. Produce examples of text analysis.
A4. Transform rehearsal activities into communicable performance outcomes.

Course Content:

The Course has been designed to augment work being undertaken in Studio 3. Content may be drawn from a broad range of styles and genres of material: dramatic, operatic and music theatre. Material studied in class may also be composed of, be the subject of, and be augmented by, screen oriented work.

Topics may include:

- The work of Konstantin Stanislavski and his legacy
- Text analysis
- Beats/units
- Given circumstance
- Action/objective
- Approaches to character
- Transposing text into spatially embodied performance
- Rehearsal processes
- Collaborating with fellow performers
- Working with directors
- Developing and sustaining clear and coherent performance.

Values:

V1. Discipline, independence, respect, trust, generosity and focus
V2. Personal and group ethics
V3. Professional attitude to all aspects of their work
V4. Take creative risks in goal oriented activities
V5. Creative initiative and leadership abilities
V6. Flexibility, openness, and the ability to express with imagination and conviction
V7. 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</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>
</tr>
<tr>
<td>Capable, flexible and work ready</td>
<td>Students have established emerging strategies for collaborating with other performing students, teachers and guest artists</td>
<td>Medium</td>
</tr>
<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>
</tr>
</tbody>
</table>

**Learning Task and Assessment:**

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K3, S1, S2, S3, A1, A3</td>
<td>Participation in ongoing class work and rehearsals</td>
<td>Ongoing presentation of prepared scenes</td>
<td>30-50%</td>
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<tr>
<td>K5, S4, S5, A4, A2, A3, A6</td>
<td>Scene showings performance</td>
<td>In-house and public performance</td>
<td>30-50%</td>
</tr>
<tr>
<td>A1, A2, A5, S5, K1, K2</td>
<td>Written reflection</td>
<td>Written Assignment/Workbook/ Essay</td>
<td>10-40%</td>
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</tbody>
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**Adopted Reference Style:**

Chicago