Faculty: Faculty of Education and Arts
Course Title: FOUNDATIONS STUDIO 1
Course ID: CPPSF1001
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 100199

Description of the Course:

This course is an introduction to studio based practice in Performing Arts, divided into three strands: Acting, Dance and Voice. The commencement of training grounds the emerging performer in process-based experiences and activities designed to open creative pathways. Students will encounter a variety of holistic practices and methodologies that will prepare them for the creative journey ahead as an expressive human being.

Acting: During this initial semester students will explore foundational skills of the actor’s craft by focusing on the basic elements of performance. Student actors will be taught techniques that explore personal connection with material in the studio setting.

Dance: The dance component of the course is taught in streamed classes, designed to develop technical foundations and co-ordination. Students work at a skill level relevant to their physical capacity and prior learning, which facilitates optimum learning outcomes.

Voice: This core discipline introduces vocal, verbal, imaginative, physical integration through the study of breath, singing technique, vocal ensemble, vocal anatomy, voice and speech technique and body mapping. It consists of a series of practical exercises designed to liberate the emerging performer from the restrictive habits and tensions that prevent freedom of expression. Students will begin to develop the capacity to draw on a wide vocal range to ensure a rich, flexible and expressive voice.

Grade Scheme:

Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Course Outline (Higher Education)

CPPSF1001 FOUNDATIONS STUDIO 1

Learning Outcomes:

Knowledge:

K1. Apply the Alexander Technique and/or other bodywork principles to Acting, Dance and Voice.
K2. Define habituated physical and vocal patterns.
K3. Understand the body as an expressive instrument.
K4. Describe vocal physiology and anatomical structures.
K5. Identify the importance of breath connection when moving and vocalizing.

Skills:

S1. Demonstrate the connection to reflexive breath.
S2. Adapt to various fitness activities, dance forms and styles.
S3. Demonstrate strength, coordination and rhythm.
S4. Practice taking creative risks.
S5. Develop an understanding of singing and vocal harmony.
S6. Rehearse and perform effectively as an ensemble member.

Application of knowledge and skills:

A1. Detect past working practices and reorganize the concept of self as artist.
A2. Demonstrate an understanding of psychophysical integration and apply this to Acting, Dance and Voice.
A3. Evaluate own strengths and weaknesses.
A4. Practice collaborative skills, including sharing ideas, reflecting, questioning, giving feedback and seeking contact.
A5. Exhibit vocal and physical flexibility, openness and the ability to express oneself with imagination and conviction.
A6. Improve listening and aural skills.

Course Content:

Students explore, in a practice-based way, how Acting, Dance and Voice processes evolve into performance. They will participate in class performance activities and projects that make links between process-based work and performance outcomes.

Topics may include:

- Imagination and the creative state
- Composition
- Improvisation
- Viewpoints
- Neutral Mask
- Alexander Technique and/or other integrative body work practices
- Introduction to the work of key practitioners and theorists i.e. Kristen Linklater, Cicely Berry, Patsy Rodenburg, Barbara Houseman
- Stretching methods
- Fitness and technique
- Various dance and movement forms
- Posture and alignment
Course Outline (Higher Education)

CPPSF1001 FOUNDATIONS STUDIO 1

- Improvised movement and dance.

Values:

V1. Discipline, independence, respect, trust, generosity and focus
V2. Personal and group ethics
V3. Professional attitude to all aspects of performance work
V4. Creative initiative, flexibility, openness, and the ability to express with imagination and conviction
V5. Receptivity to artistic feedback and the capacity to provide constructive feedback to others
V6. Self-organization skills.

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>
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</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>
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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. Emerging performers 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</td>
<td>Medium</td>
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<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:

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<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K4, K5, S1, S2, S3, S4, S5, S6, A2, A4, A6</td>
<td>Engagement in studio practice of Acting; Engagement in Studio practice of Dance; Engagement in Studio practice of Voice</td>
<td>Ongoing Assessment based on presentations in class</td>
<td>50-60%</td>
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<tr>
<td>K3, K5, S1, A1, A5</td>
<td>Work in progress is to be presented which demonstrates critical reflection and interpretation of information through physical and vocal expression</td>
<td>In-house ensemble performances</td>
<td>25-30%</td>
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Adopted Reference Style:
Chicago