

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	STUDIO 1: FOUNDATION SKILLS
<b>Course ID:</b>	CPPSS1001
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	100199

## Description of the Course :

This course is an introduction to studio-based practice in Performing Arts, divided into three strands: Acting, Movement and Voice. The commencement of training, grounds the emerging performer in processbased experiences and activities, and is 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 actors 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.

**Movement/Dance:** The movement dance component of the course is 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/Singing:** This core discipline introduces vocal, verbal, imaginative, physical integration through the study of breath, singing repertoire and 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.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

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

**Learning Outcomes:**
**Knowledge:**

- K1.** Investigate the Alexander Technique and/or other bodywork principles relevant to Acting, Movement and Voice.
- K2.** Explore habituated physical and vocal patterns.
- K3.** Explore the body as an expressive instrument.
- K4.** Examine 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.** Demonstrate singing and vocal harmony.
- S6.** Rehearse and perform effectively as an ensemble member.
- S7.** Demonstrate a range of physical and vocal patterns in contrast to habitual patterns.

**Application of knowledge and skills:**

- A1.** Detect past working practices and show ability to reassess and reorganize the concept of self as artist.
- A2.** Demonstrate psychophysical integration and apply this to Acting, Movement and Voice through Alexander Technique.
- A3.** Evaluate own strengths and weaknesses in voice and movement and apply psychophysical techniques to support and address this.
- 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:**

Acting, Movement and Voice processes applied in performance.

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
- Stretching methods, fitness and technique
- Various dance and movement forms, posture and alignment
- Improvised movement and dance
- Introduction to the work of key voice practitioners and theorists
- Singing repertoire and technique, vocal ensemble.

**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**

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, A6, A1, S4, S7	B	AT1, AT2, AT3	B
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A1, S1, S2, S3,	B	AT1, AT2	C
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	A1, A2, A3, A5,	B	AT2, AT3	C

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K5, K4, A4, S6,	A	AT1, AT2, AT3	B
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4, K5, S1, S2, S3, S4, S5, S6, A2, A4, A6	Active participation in: studio practice of Acting; studio practice of Dance; studio practice of Voice.	Demonstration of continuous learning in class, showing evidence of growing application of embodied skills and knowledge through active class participation and skill presentations	40-50%
K3, K5, S1, S3, S4, S7, A1, A2, A5	Work in progress is to be presented which demonstrates embodied critical reflection and interpretation of technique and skills through physical and vocal expression.	In-house ensemble performances	30-40%
K2, K4, S4, S7, A1, A3	Ongoing written critical reflection and written responses to learning experiences throughout the semester	Reflective journal	20-30%

### Adopted Reference Style:

Chicago