

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	CRITICAL STUDIES IN THEATRE 2
<b>Course ID:</b>	PAATC1002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	100103

## Description of the Course:

Students will learn about the development of the performing arts in Australia from colonial times to the present. Students will reflect upon larger histories and cultural forces at work in society as they are expressed in theatre and performance. Students will consider their own place as self-reflexive artists, located in Australia and in an increasingly globalised world. They will work to develop a critical language around theatre and performance and to apply this to live performance and to their own practice.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**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	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Identify key developments of theatre from colonial times in Australia to the present.
- K2.** Explain the relationship between myth and culture and how that relates to performing arts in Australia and the role theatre plays in this.
- K3.** Understand the role of the performing artists in Australian society.
- K4.** Interpret how meaning is constructed in live performance.
- K5.** Identify key artists and movements relating to the performing arts in Australia

#### Skills:

- S1.** Demonstrate research skills relevant to studio practice and to analytical research.
- S2.** Practice verbal, written and performance based presentation practices.
- S3.** Show individual, self-organisational work practices.
- S4.** Encourage collaborative and co-operative work practices.
- S5.** Demonstrate an understanding of critical language relating to analysis of live theatre.

#### Application of knowledge and skills:

- A1.** Apply a language of critical analysis to live performance
- A2.** Identify key artists and movements relating to the performing arts in Australia.
- A3.** Apply dramaturgical thinking to the study of theatre and performance
- A4.** Evaluate the significance of performance history to current creative practice.
- A5.** Contextualise practical learning and aesthetic production, including project work.

#### Course Content:

Topics may include:

- The development of the performing arts in Australian culture from colonial times to the present.
- The role of theatre and music theatre in Australian society
- Significant practitioners (writers, performers, producers, choreographers, designers, composers etc) and the contribution they have made to the culture as a whole.
- Indigenous artists and their contributions to Australian culture
- Migrant cultures and the effect they have had on the performing arts.
- Roland Barthes' notions of myth and culture as they apply to performing arts
- Critical and performative languages around performance practice in Australia
- Practical exploration of scenes and scenework

**Values:**

- V1.** Increase recognition of cultural signifiers and appreciate the complexity of theatre performance.
- V2.** Develop openness and critically reflect on the work of self and others.
- V3.** Seek relevance through personal connection with research and other art forms.
- V4.** Understand the relevance and importance of the performing arts to Australian culture.
- V5.** Appreciate application of embodied knowledge through scenework

**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)	Assessment task (AT#)
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, K4, S5, A5	Not applicable
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.	S1, A4	Not applicable
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.	K3, S4	Not applicable
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.	K2, S2, A1	Not applicable
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.	K5, S3, A5	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
S1, K3, A1, S5, A2	Essay based on research and on live performance: Research, critical analysis; referencing and writing skills	Research Essay	20-40%
K1, S3, A3, A4, K5, S5, A5	Final presentation: scene work and exegesis	Scene work and presented exegesis	20-40%
K3, S4, A3	Workshop participation and class attendance	Class engagement	10-20%
K2, A4, K4, S3, S4, S2	Class presentation	Class presentation and group work	20-30%

**Adopted Reference Style:**

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)