



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	CRITICAL STUDIES IN THEATRE 3
<b>Course ID:</b>	PAATC2003
<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>	1001

## Description of the Course :

As an outcome of this course students research heightened theatrical style from Ancient Greeks through to the twenty-first century and reflect upon the development of different performance languages. Students examine the ways in which key artists have responded to their political, social and cultural environment and to changing technologies. Students compare these trajectories and categories and analyse their relationship to Music Theatre. Students identify appropriate methods for the critical appraisal and analysis of heightened style in the performing arts and apply these methods in written and performative assessment tasks.

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

## 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	■	■	■	■	■	■

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

### Learning Outcomes:

#### Knowledge:

- K1.** Identify performance styles across a range of historical and aesthetic practices from the Ancient Greeks to contemporary times.
- K2.** Recognise heightened theatrical style and identify the relationships between music theatre and other art forms through history.
- K3.** Interpret the influence of political, cultural and social movements on art, with a particular emphasis on theatre and music theatre.
- K4.** Be aware of seminal works and significant theorists, playwrights and practitioners relating to heightened theatrical style
- K5.** Recognise theoretical paradigms that underpin a study of the performing arts and relate this to music theatre
- K6.** Research dramaturgical principles as they can be applied to analysis of heightened style in theatre

#### Skills:

- S1.** Demonstrate research skills relevant to theoretical and studio based practice.
- S2.** Analyse heightened theatrical style in the wider context of artistic and cultural histories with particular reference to music theatre
- S3.** Demonstrate an ability to thoughtfully express ideas through verbal and written communication.
- S4.** Display ability to think critically and independently
- S5.** Apply skills in collaborative practice and group work
- S6.** Build ability to organisation individual study plans and practices

#### Application of knowledge and skills:

- A1.** Compare critical perspectives and be able to articulate a self-reflexive position regarding heightened style in theatre and music theatre
- A2.** Adapt notions of style from historic contexts to contemporary performance
- A3.** Apply individual, self-organised work practices.
- A4.** Engage in collaborative and co-operative work practices
- A5.** Apply self-reflexive reflection and decision making to the creative process

#### Course Content:

Topics may include:

- Historically situated approaches to heightened theatrical style and its relationship to Music Theatre.
- The significance of key artists and theorists to the development of theatrical style from Aristotle, Shakespeare, Moliere, the 20th C Avant Garde to key contemporary practitioners,

- Aesthetic, social and political forces affecting the development of theatrical style across diverse periods
- The response of key artists to their times and to changing technologies.
- Methods for the critical appraisal and analysis of theatre and music theatre
- Languages of critical analysis applied to theory and to practice

**Values:**

- V1.** Develop responsibility for independent research and learning.
- V2.** Develop a critical approach to the study of music theatre
- V3.** Seek an independent response to the work of a range of artists through discussion and written communication.
- V4.** Cultivate flexibility and openness.
- V5.** Reflect on the role of the performer in music theatre practice and in society.

**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, S1, A3, A4	A	AT1, AT2	A
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.	K3, S2, A2	B	AT3, AT4	B
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.	K5, S4, A1	B	AT4, AT3	B

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.	K4, S3, A4, A3	A	AT1, AT2, AT3	A
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.	K6, S5, A5, A6	B	AT4, AT3	B

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S2, A1, K5, K7	Research Essay including analysis of a live performance (1,500 – 2,000 words)	Research essay requiring evidence of research into and understanding of style and genre, applied to an analysis of live performance.	30-50%
K4,S4, A2, S6	Short answer test: 2 hours	Test of the history of style and genre in performance requiring assimilation and understanding of key concepts and significant artists and their contributions	20-40%
K2, S3, A4, A5	Tutorial participation, completion of hurdle tasks as required and class attendance as measured by written notes brought to class	Class engagement, completion of hurdle tasks as required and contribution to discussion.	10-20%
K3, S1, A3, K6, S6	Class Presentation	Class presentation relating to weekly study of the development of style in theatre	20-40%

**Adopted Reference Style:**

Chicago