Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: PERFORMING ARTS MUSIC THEATRE PERFORMANCE 2

Course ID: PAMTP3002

Credit Points: 15.00

Prerequisite(s): (PADWD3005 and PAMTP3001)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 1001

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td>5</td>
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<tr>
<td>Level</td>
</tr>
<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Identify arts industry terminology
K2. Examine and apply the physical and vocal requirements for the performance of Pop, Rock, R&B, Jazz, Country & Gospel
K3. Determine a framework of personal and group ethics
K4. Apply contemporary approaches to professional level singing and dance
K5. Demonstrate an ability to select repertoire that demonstrates an understanding of their own vocal qualities and abilities
K6. Examine movement, tap and jazz dance styles
K7. Identify the physical characteristics of various dance styles
K8. Outline requirements of dance within the spheres of the professional theatre world
K9. Demonstrate an understanding of dance to the level of the professional theatre world

Skills:

S1. Develop performance skills through a variety of vocal styles outside of musical theatre
S2. Demonstrate an ability to learn songs independently within a short time frame
S3. Develop personal communication skills appropriate to theatre performance
S4. Display responsibility for personal physical and vocal development
S5. Demonstrate greater flexibility and strength co-ordination and rhythm
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S6. Strengthen the necessary tools for audition preparation relating to dance and movement
S7. Develop a mode of autonomous practice
S8. Demonstrate an advanced level of characterisation within dance

Application of knowledge and skills:

A1. Show technical proficiency in the singing of contemporary styles of music
A2. Demonstrate an ability to perform pieces from a wide variety of contemporary styles
A3. Construct a personal portfolio of learned repertoire
A4. Display an emerging maturity and independence as an artist
A5. Act in a professional manner at industry standard at all times
A6. Apply an advanced level of professional practise related to theatre dance and movement
A7. Demonstrate the physical translation of text
A8. Demonstrate an ability to perform various dance forms and styles in performances to an advanced level

Course Content:

Topics may include:

- Developing a distinctive vocal and musical interpretation for songs outside of music theatre
- Shaping material in an effective dramatic and/or comedic form
- Connection between the body and the voice during performance
- Character/physicality appropriate to song choice
- Reflective writing
- Specified recommended readings
- Postural alignment
- Barre work and centre work
- Jazz/music theatre dance
- Tap

Values and Graduate Attributes:

Graduate Attributes:
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<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Continuous Learning</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>Self Reliance</td>
<td>Students have developed a strong personal work ethic, skills to think and reason clearly, coherently and creatively. Student will be able to critically reflect on the effectiveness of their actions.</td>
<td>High</td>
</tr>
<tr>
<td>Engaged Citizenship</td>
<td>Students have established emerging strategies for collaborating with other performing students, teachers and guest artists.</td>
<td>Low</td>
</tr>
<tr>
<td>Social Responsibility</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>Low</td>
</tr>
</tbody>
</table>

### Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2, A4, A5</td>
<td>Attendance, engagement, participation, weekly preparation, ability to complete weekly performances, evidence of a development of professional behaviour will all be assessed on an ongoing basis by the lecturer. Students will be given a detailed rubric on all aspects of assessment.</td>
<td>Attendance and application to classwork &amp; coaching sessions including: reading of set texts, weekly performances within set guidelines and criteria, regular practice and incorporation of feedback, and participation in class discussion and preparation before all coaching sessions</td>
<td>25-40%</td>
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<tr>
<td>K2, K5, K8, S2, A3, A4</td>
<td>Assessment will be based on the quality of choices, variety of choices and depth of detail in the repertoire choices made. The portfolio should be based parallel to industry standards. Students will be given a detailed rubric on all aspects of assessment and the requirements of the portfolio</td>
<td>Personal Portfolio</td>
<td>25-40%</td>
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<tr>
<td>K4, K6, K8, K9, S5, S6, S7, S8, A6, A8,</td>
<td>Attendance, engagement, participation, weekly preparation, evidence of a development of professional behaviour will all be assessed on an ongoing basis by the lecturer</td>
<td>Participation in skill based jazz and tap classes.</td>
<td>30-50%</td>
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</tbody>
</table>

### Adopted Reference Style:

Chicago