



DANC215

Movement Training and Performance

S1 Day 2014

Dept of Media, Music & Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Jon Burt

jon.burt@mq.edu.au

Contact via jon.burt@mq.edu.au

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit is a studio-based, practical unit suitable for students from diverse backgrounds interested in performance. It provides a set of life-long skills including focused creativity and individual expression, as well as training to analyse and practice what is required for dance and movement performance. Students will increase their physical awareness and capabilities in dance and movement and deepen their understanding of contemporary performance practices. Assessment tasks are flexible with a combination of theoretical and practical investigations enabling students to choose their own areas of movement performance research.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Develop existing and absorb new dance and movement training techniques

Develop and apply an aesthetic and technical understanding of the theme: the body in space

Develop and apply collaborative skills in practical group work

Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space

Develop and apply creative choreographic and performance skills in the creation and presentation of performance work

Develop articulation of embodied research in written and oral form

Assessment Tasks

Name	Weighting	Due
Essay plan	5%	Week 4, Friday, 5pm
Essay	35%	Week 7, Friday 5pm.
Creation/performance/report	40%	Week 12 + 13
Class participation	20%	Continuous

Essay plan

Due: **Week 4, Friday, 5pm**

Weighting: **5%**

Students are required to submit a 250 word essay plan for the upcoming essay assignment which will be an analytical response to the relationship between bodies and space in a recorded dance or movement work. Referencing should be Harvard with in-text citations and a preliminary reference list. The font should be Times New Roman, 12 point with double line spacing. Students will be required to propose a research question investigating the relationship of bodies and space in a recorded work, produce a thesis statement, detail relevant sources, and outline a methodology. The student will be required to choose one work from a list of works accessible from the unit ilearn page.

The essay plan will be submitted via Turnitin and will be reviewed and graded by the convener who will provide feedback accessible by the student via the My Submissions link in ilearn.

Assessment criteria:

- a) Evidence of a well-planned, relevant, achievable and clearly articulated outline with an appropriate research question.
- b) Evidence of preliminary research and planning.
- c) Evidence of correct academic protocols and English usage language.

More detailed information will be available through ilearn.

On successful completion you will be able to:

- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Apply critical, analytical and integrative thinking in the form of written work and oral

presentations in relation to the theme: the body in space

Essay

Due: **Week 7, Friday 5pm.**

Weighting: **35%**

This assessment task includes a 150-200 word abstract and a 2000 word essay. Referencing should be Harvard with in-text citations and a comprehensive reference list. The font should be Times New Roman, 12 point with double line spacing.

The essay will be an analytical response to a recorded contemporary dance or movement work investigating the relationship between the performers' bodies and the use of space. Building on their essay plan, the student will be required to investigate their research question, to contextualise and create a dialogue between their own responses to the chosen movement piece and the work of other theorists and practitioners in the field, and to form some coherent conclusions.

Once submitted via Turnitin the written assignments will be assessed by the course convener, who will provide online feedback and grading which the student can access through the My Submissions link in ilearn.

Assessment criteria:

- a) Evidence of well-devised and clearly articulated structure and organisation.
- b) Evidence of correct academic protocols, formatting, referencing, and English language usage.
- c) Evidence of critical, analytical, and integrative thinking. Extend to which reasoning, questioning and analysis are applied to the topic.
- d) Evidence of appropriate and well researched response to the theme.

More detailed information will be available through ilearn.

On successful completion you will be able to:

- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space

Creation/performance/report

Due: **Week 12 + 13**

Weighting: **40%**

The creation and performance component will be a group-devised work based around the theme of the body in space.

Participation in the creation and performance of the choreographed material will be continuously

assessed through the creation process and in video review of the performance. Students will need to arrange and allocate extra time for creation and rehearsal with their group members.

10% of the grade for this assessment will be based on: 1) the submission of a 750 word performance report based on the student's embodied research and reflections on their personal trajectory through the creation process and performance outcome; and 2) an oral presentation by each group in the feedback class session in week 13. The performance outcome will be in the form of a group performance presented in class in week 12. The written performance report will be submitted by Fri, 5pm, Week 12 via Turnitin and will be reviewed and graded by the convener who will provide feedback accessible by the student via the My Submissions link in ilearn.

Assessment criteria, Creation Process/Performance Outcome:

- a) Evidence of the group's embodiment of a coherent application and synthesis of class techniques in relation to theme of the body in space.
- b) Evidence of commitment, collaboration and engaged participation.
- c) Evidence of original creative ideas in the group's dance and movement material, and in relation to all the mise en scene elements.

Assessment criteria, Creative Process and Performance Written Report:

- a) Evidence that the student has understood and applied elements of classwork in the creative process and performance outcome.
- b) Clearly written articulation of challenges faced in the creation process and performance outcome.
- c) Evidence of open-minded and engaged participation.

Assessment criteria, Group Oral Report:

- a) Evidence that the group can clearly articulate their creative process and performance objectives.
- b) Evidence that the group can receive and respond to feedback in an open-minded and engaged way.

More detailed information will be available through ilearn.

On successful completion you will be able to:

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- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Develop and apply collaborative skills in practical group work
- Apply critical, analytical and integrative thinking in the form of written work and oral

presentations in relation to the theme: the body in space

- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work
- Develop articulation of embodied research in written and oral form

Class participation

Due: **Continuous**

Weighting: **20%**

Students are required to approach this unit with a high level of commitment, open-mindedness, and a willingness to work hard both physically and cognitively.

Students are required to attend all classes, participate in the ilearn online discussion board, and absorb all required reading and visual material. Punctuality is essential. Absence requires a medical certificate. A roll will be taken for each class. Attendance, engaged participation and improvement in dance and movement practice will be continuously assessed.

As part of the participation criteria each student will be required to present a short oral review of an excerpt from a set text.

Students are expected to be actively engaged in all classwork and in all out-of-class assignments, and all assignments are expected to be completed before or on the due dates outlined in the unit guide.

Assessment criteria:

- a) Evidence of consistent, constructive and engaged participation.
- b) Evidence of development in acquisition, retention and application of dance and movement techniques.
- c) Evidence of acquisition, retention and application of the technical skills required in the choreographic process involved in the creation of new dance and movement work.
- d) Evidence of coherent articulation of content in an oral presentation from a set text.

More detailed information will be available through ilearn.

On successful completion you will be able to:

- Develop existing and absorb new dance and movement training techniques
- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Develop and apply collaborative skills in practical group work
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space
- Develop articulation of embodied research in written and oral form

Delivery and Resources

Delivery:

Danc 215 classes are held in Building Y3A Room 184.

Technologies used and required:

1. This unit has an online presence in ilearn. You can access this at <http://ilearn.mq.edu.au>

All DANC 215 material will be uploaded to the unit ilearn page each week.

2. You will need access to a computer, and an internet connection.

Reading List:

Bainbridge Cohen, Bonnie 2012, *Sensing, Feeling, and Action: The Experiential Anatomy of Body-Mind Centering*®, 3rd edn, Contact Editions.

Blom, Lynne Anne 1982, *The Intimate Act of Choreography*. Pittsburgh, PA: University of Pittsburgh Press.

Buckwalter, Melinda 2010, *Composing while Dancing: An Improviser's Companion*. University of Wisconsin.

Copeland, Roger 2004, *Merce Cunningham and the Modernizing of Modern Dance*. NY: Routledge.

Dils, Ann (ed.) 2001, *Moving History/Dancing Cultures*. Wesleyan original title.

Steven Spier (ed.) 2011, *William Forsythe and the Practice of Choreography: It Starts From Any Point*. Abingdon, UK: Routledge.

Foster, Ruth 1976, *Knowing in my Bones*. London: Adam and Charles Black.

Hanna, Judith L 1979, *To Dance is Human: A Theory of Nonverbal Communication*. Chicago: University of Chicago Press.

Johnson, DH (ed.) 1995, *Bone, Breath and Gesture: Practices of Embodiment*. Berkely,

California: North Atlantic Books.

Preston-Dunlop, Valerie & Sanchez-Colberg, Ana 2002, *Dance and the Performative: a choreological perspective, Laban and beyond*. London: Verve.

Lepecki, Andre 2006, *Exhausting Dance: Performance and the politics of movement*. Abingdon, UK: Routledge.

Rainer, Yvonne & Wood, Catherine 2007, *The Mind Is a Muscle*. Afterall Books.

Tufnell, Miranda & Crickmay, Chris 1990, 1993, *Body, Space, Image*. Alton, UK: Dance Books Ltd.

Assessment Submission:

1. The essay plan; essay; and creation and performance report must be submitted by the relevant date, as indicated on the unit schedule posted on ilearn.
2. All written material must be submitted via Turnitin. Information on how to submit your assignment and access results and feedback from assignments using My Submissions in ilearn is available at http://mq.edu.au/iLearn/student_info/assignments.htm

Referencing Style:

1. The referencing style for all written material in this unit is Harvard. An up to date Harvard style guide is available at: <http://www.swinburne.edu.au/lib/studyhelp/harvard-quick-guide.pdf>
2. All essays should be Times New Roman font, 12 pt, double line spacing. A sample Harvard style essay format is available at <http://www.monash.edu.au/lis/lonline/writing/general/essay/analysingcitations/2.xml>

Extensions and Special Consideration:

1. Assignments submitted after the due date and time will automatically be deducted by 10% per day (weekends included) unless medical certification or evidence of serious and unavoidable disruption is provided.
2. For extensions, contact the course convener well in advance if it appears you may not be able to submit an assignment on time. Extensions will only be granted on grounds of illness or misadventure, and are awarded at the discretion of the course convener.

Changes made since last delivery of unit:

1. Embodied research will be articulated via a written performance report.
2. Inclusion of new assessment tasks: essay plan and written performance report.
3. Unit is based around a central theme, *The Moving Body in Space*, which will serve as a framework for the course.
4. The unit name has been changed from DANC 215 - Movement Training and Improvisation to DANC 215 - Movement Training and Performance to reflect an emphasis on creating a learning environment for the development of movement practice, creation and performance skills in line with the structure of the new dance and performance major.

Unit Schedule

Week	Topic	Assessment
1 March 3-9	<p>Week 1: Welcome and Introduction - <i>the moving body in space</i></p> <p>Explanation of course and assessments</p> <p>Classwork: practice and movement exploration of theme</p>	Continuous
2 March 10-16	<p>Week 2: Internal Space - space inside the body, Fulkerson's & Lepkoff's <i>release technique</i> and Bainbridge-Cohen's <i>body-mind centering</i></p> <p>Readings presentation 1 and discussion</p> <p>Classwork: practice and movement exploration of theme</p>	
3 March 17-23	<p>Week 3: Space around the body - Laban's <i>kinesthetic space</i> and Forsythe's <i>nine-point</i> and <i>universal writing</i></p> <p>Readings presentation 2 and discussion</p> <p>Classwork: practice and movement exploration of theme</p>	
4 March 24-30	<p>Week 4: Personal and Shared Space</p> <p>Readings presentation 3 and discussion</p> <p>Classwork: practice and movement exploration of theme</p>	
5 March 31 - April 6	<p>Week 5: Positive and Negative Space - spaces within and without, Nikolais and Cunningham</p> <p>Readings presentation 4 and discussion</p> <p>Classwork: practice and movement exploration of theme</p>	
6 April 7-13	<p>Week 6: Moving Bodies in Delimited Spaces - Streb, <i>Streb vs Gravity</i>; Colker, <i>Mix</i>; and Sidi Larbi Cherkaoui, <i>Sutra</i></p> <p>Readings presentation 5 and discussion</p> <p>Classwork: practice and movement exploration of theme</p>	
	Mid-semester break (2 weeks)	

7 April 28 - May 4	<p>Week 7: Moving Bodies in Metaphorical Space - Fuerza Bruta, <i>Fuerzabruta</i>; Diavolo Dance Theatre, <i>Caged</i></p> <p>Readings presentation 6 and discussion</p> <p>Essay due, Fri May 2, 5pm</p> <p>Classwork: practice and movement exploration of theme</p> <p>Group creation process begins</p>	
8 May 5-11	<p>Week 8: Creating Movement in Created Spaces</p> <p>Readings presentation 7 and discussion</p> <p>Classwork: practice and movement exploration of theme</p> <p>Group creation process</p>	
9 May 12-18	<p>Week 9: Rehearsing in Spaces</p> <p>Readings presentation 8 and discussion</p> <p>Classwork: practice</p> <p>Group creation process</p>	
10 May 19-25	<p>Week 10: Performing in Spaces 1</p> <p>Readings presentation 9 and discussion</p> <p>Classwork: practice</p> <p>Work in progress show and tells 1 - showings, feedback and discussion</p> <p>Group creation process</p>	
11 May 26 - June 1	<p>Week 11: Performing in Spaces 2</p> <p>Discussion</p> <p>Classwork: practice</p> <p>Work in progress show and tells 2 - showings, feedback and discussion</p> <p>Group rehearsals</p>	
12 June 2-8	<p>Week 12: Performance</p> <p>Classwork: warm up</p> <p>Group Performance Presentation in Class</p> <p>Individual Creative Process and Performance Report Due, Fri June 6, 5pm</p>	
13 June 9-15	<p>Week 13: Feedback and Discussion</p> <p>Group Creative Process and Performance Report in Class</p>	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to

Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/hel>

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When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Develop existing and absorb new dance and movement training techniques
- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work
- Develop articulation of embodied research in written and oral form

Assessment tasks

- Essay plan
- Essay
- Creation/performance/report

- Class participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space
- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work
- Develop articulation of embodied research in written and oral form

Assessment tasks

- Essay plan
- Essay
- Creation/performance/report

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space
- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work
- Develop articulation of embodied research in written and oral form

Assessment tasks

- Essay plan
- Essay
- Creation/performance/report

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Develop and apply an aesthetic and technical understanding of the theme: the body in space
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space
- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work
- Develop articulation of embodied research in written and oral form

Assessment tasks

- Essay plan
- Essay
- Creation/performance/report
- Class participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Develop and apply collaborative skills in practical group work
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations in relation to the theme: the body in space

- Develop and apply creative choreographic and performance skills in the creation and presentation of performance work
- Develop articulation of embodied research in written and oral form

Assessment tasks

- Essay plan
- Essay
- Creation/performance/report
- Class participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Class participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Develop and apply collaborative skills in practical group work

Assessment task

- Class participation