



# CUL 233

## Drama Practice

S2 Day 2015

*Dept of Media, Music & Cultural Studies*

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## General Information

Unit convenor and teaching staff

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Y3A 193C

1:30 - 2:30 pm Tuesday

Credit points

3

Prerequisites

15cp

Corequisites

Co-badged status

Unit description

What is involved in making drama in the twenty-first century? This workshop unit introduces students to theatre and performance practices, giving students experience in aspects of contemporary drama production including acting, directing, and stage design. It complements the department's other performance studies units.

## 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:

2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
1. Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
3. Conceptualise and produce practical experiments while developing communication skills.
4. Demonstrate critical evaluation skills through students' practical experiments.

## General Assessment Information

An early task in Week 3 will not be formally counted toward the final mark but aims to provide feedback on student progress.

## Assessment Tasks

Name	Weighting	Due
<u>Solo performance presentation</u>	20%	Week 3, 4, 5
<u>Group performance experiment</u>	20%	Week 7-11
<u>Participant observation</u>	30%	Week 7-11
<u>Performance analysis</u>	30%	November 14

### Solo performance presentation

Due: **Week 3, 4, 5**

Weighting: **20%**

Students present a short solo verbatim performance (15%), based on a storytelling presentation by another student (5%).

The solo performance presentation will be assessed in terms of delivery and content.

\*More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn.

On successful completion you will be able to:

- 2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- 3. Conceptualise and produce practical experiments while developing communication skills.

### Group performance experiment

Due: **Week 7-11**

Weighting: **20%**

Small groups of students work together to produce a group performance based on a proposal.

Students' group performance experiments will be assessed in terms of level of memorization, movement and blocking, overall effect, ensemble effect, and response to challenges.

\*More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn.

On successful completion you will be able to:

- 2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- 3. Conceptualise and produce practical experiments while developing communication skills.

## Participant observation

Due: **Week 7-11**

Weighting: **30%**

Students' engagement with their performance projects will be judged on the basis of their journal entries which will be submitted via the Journal Blog.

Journal entries will be assessed in terms of quality of description, relevance, analysis, effort, and presentation.

\*More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn.

On successful completion you will be able to:

- 2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- 3. Conceptualise and produce practical experiments while developing communication skills.
- 4. Demonstrate critical evaluation skills through students' practical experiments.

## Performance analysis

Due: **November 14**

Weighting: **30%**

On the basis of class discussion, students write performance analysis on group performance experiments in relation to their proposed objectives and outcomes. The essay will be submitted via Turnitin and will be assessed in terms of organisation, protocols, analytical thinking, and thematics.

\*More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn.

On successful completion you will be able to:

- 1. Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.

- 4. Demonstrate critical evaluation skills through students' practical experiments.

## Delivery and Resources

### Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetable.s.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

### On-Campus Sessions

	Date	Time	Location
Session 2	Tuesday class	4-6 pm	Y3A 187
	Wednesday class	10am-12pm	Y3A 187
	Thursday class	10am-12pm	Y3A 187

### Required Reading

There is no Unit Reader for CUL233. A full list of recommended readings is available on iLearn.

### Recommended readings

Brown, Paul (ed.). 2010. *Verbatim: staging memory and community*. Strawberry Hills, N.S.W. : Currency Press.

Reference Number: [PN2081.V4 V47 2010](#)

Cantrell, Tom, and Mary Luckhurst (eds.). 2010. *Playing for real: actors on playing real people*. Houndmills, Basingstoke, UK and New York: Palgrave Macmillan.

Reference Number: [PN2061 .P5755 2010](#)

Forsyth, Alison, and Chris Megson (eds.). 2009. *Get real: documentary theatre past and present*. Basingstoke, UK and New York: Palgrave Macmillan.

Reference Number: [PN2051 .G48 2009](#)

A full list of recommended readings is available on iLearn.

### Technology Used and Required

The unit uses the following technology: iLearn and Turnitin

## Learning and Teaching Activities

### Solo performance presentation

Short solo verbatim performance

## Group performance project

Collaborative small group performance experiment

## Journal

Students are required to make journal entries relating to their performance projects

## 1500 Word Essay

On the basis of class discussions students are required to write a performance analysis on the outcomes of group performance experiments in relation to their proposed objectives and outcomes

## Practical workshops

A series of practical workshops to develop students' performance skills

## In class discussions and online discussion forum

A series of in-class discussions and an online discussion forum to discuss class themes in relation to lectures, workshop content, discussion of suggested readings, and analysis of solo and group performances

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they

are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

## 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](http://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](http://ask.mq.edu.au)

## IT Help

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

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

### 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

- 2. Interpret developments in the contemporary performance practice of storytelling, and

apply an understanding of it to performance making.

- 3. Conceptualise and produce practical experiments while developing communication skills.

## Assessment tasks

- Group performance experiment
- Participant observation

## 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

- 3. Conceptualise and produce practical experiments while developing communication skills.

## Assessment tasks

- Group performance experiment
- Participant observation

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcome

- 4. Demonstrate critical evaluation skills through students' practical experiments.

## Assessment task

- Performance analysis

## 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**

- 1. Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- 4. Demonstrate critical evaluation skills through students' practical experiments.

## **Assessment tasks**

- Solo performance presentation
- Participant observation
- Performance analysis

## **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**

- 2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- 1. Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- 4. Demonstrate critical evaluation skills through students' practical experiments.

## **Assessment tasks**

- Participant observation
- Performance analysis

## **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**

- 2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- 3. Conceptualise and produce practical experiments while developing communication skills.

## **Assessment tasks**

- Group performance experiment
- Participant observation

## **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**

- 2. Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- 3. Conceptualise and produce practical experiments while developing communication skills.
- 4. Demonstrate critical evaluation skills through students' practical experiments.

## **Assessment tasks**

- Solo performance presentation
- Group performance experiment
- Participant observation
- Performance analysis

## **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:

### **Learning outcome**

- 3. Conceptualise and produce practical experiments while developing communication skills.

### **Assessment tasks**

- Group performance experiment
- Participant observation

## **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**

- 3. Conceptualise and produce practical experiments while developing communication skills.

### **Assessment tasks**

- Group performance experiment
- Participant observation