



# CUL 233

## Theatre and Performance Practice

S2 Day 2016

*Department of Media, Music, Communication and Cultural Studies*

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## General Information

Unit convenor and teaching staff  
Lecturer in Dance and Performance Studies  
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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 performance in the twenty-first century? This unit introduces students to theatre and performance practices, giving students experience in aspects of contemporary performance making and production. This unit is a studio-based, practice unit. 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:

- Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and

demands.

## 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
<a href="#"><u>Solo performance presentation</u></a>	15%	Week 3, 5
<a href="#"><u>Group performance experiment</u></a>	30%	Week 7-12
<a href="#"><u>Journal blog</u></a>	25%	Week 7-10
<a href="#"><u>Performance analysis</u></a>	30%	Week 13

### Solo performance presentation

Due: **Week 3, 5**

Weighting: **15%**

Students present a short solo verbatim performance based on a recorded story told to them by another person. In Week 3 a 2 minute headphone verbatim solo will be presented to the class by each student. This will then be developed into the student's 3 minute solo performance in Week 5 which will be assessed.

The solo performance will be assessed in terms of delivery and content. In particular how well the solo has been rehearsed, the structural coherence of the piece as a whole, and the level of performance skills will be assessed.

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### Group performance experiment

Due: **Week 7-12**

Weighting: **30%**

Groups of students work together to produce a 5-8 minute group performance based on a proposal. This piece will be assessed in class in week 12 and will also be performed in a public showing of work in the Drama Studio on a weekday evening of week 12 (day to be confirmed in week 1).

Students' group performance experiments will be assessed in terms of level of content, delivery and level of collaboration. In particular how well the piece has been rehearsed, the structural coherence of the piece as a whole, the level of performance skills, and how well the content of the performance has critically engaged with unit themes will be assessed. In terms of creative process criteria for this task also includes how well the group creatively developed their proposal, and how well the group collaborated. In addition there will be ongoing assessment of group and individual contributions to the process (this task has a 90% individual and 10% group weighting).

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## Journal blog

Due: **Week 7-10**

Weighting: **25%**

Students' engagement with their performance projects will be judged on the basis of their journal entries (1 x 300 words per week in Weeks 7-10) which will be submitted via the Journal Blog.

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

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- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.

- Explore unit themes independently and collaboratively in response to project aims and demands.

## Performance analysis

Due: **Week 13**

Weighting: **30%**

On the basis of class discussion, students write a 1200 word performance analysis on group performance experiments (their own and one other group's work) in relation to proposed objectives and outcomes. The essay will be submitted via Turnitin and will be assessed in terms of organisation, protocols, analytical thinking, and application, engagement and understanding of unit themes.

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- Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## Delivery and Resources

### Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.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

Brown, Paul (ed.). 2010. *Verbatim: staging memory and community*. Strawberry Hills, NSW:

Currency Press. pp. 2-21. Reference Number: PN2081.V4 V47 2010

### Recommended readings

Cantrell, Tom, and Luckhurst, Mary (eds.). 2010. 'Introduction', in *Playing for real: actors on playing real people*. Houndmills, Basingstoke, UK and New York: Palgrave Macmillan. Reference Number: PN2061 .P5755 2010

Cantrell, Tom. 2013. *Acting in Documentary Theatre*. Basingstoke, UK and New York: Palgrave Macmillan. pp. 1-15 (Introduction).

Forsythe, Alison. 2009. 'Performing Trauma: Race Riots and Beyond in the Work of Anna Deavere Smith'. In Forsyth, Alison, and Chris Megson (eds.). 2009. *Get real: documentary theatre past and present*. Basingstoke, UK and New York: Palgrave Macmillan. pp. 140-151. Reference Number: PN2051 .G48 2009

Taylor, Lib. 2013. 'Voice, Body and the Transmission of the Real in Documentary Theatre'. *Contemporary Theatre Review*. Vol 23, Issue 3. pp. 368-379.

Oddey, Alison. 1994. *Devising Theatre: a practical and theoretical handbook*. Abingdon, UK and New York: Routledge. ISBN: 9780415049009.

McAuley, Gay. 1998. 'Performance Analysis: Theory and Practice' [online]. *About Performance*, No. 4, 1998: 1-12. Availability: <<http://search.informit.com.au/documentSummary;dn=160039571750700;res=IELHSS>> ISSN: 1324-6089

Required and recommended readings are available on iLearn through Library Multisearch link .

### Late Submissions

No extensions will be granted. Students who submit late work without an extension **will receive a penalty of 10% per day**. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

### 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

## 1200 Word Performance Analysis Report

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' creative and 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## Assessment tasks

- Solo performance presentation
- Group performance experiment
- Journal blog
- Performance analysis

## 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 outcomes

- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## Assessment tasks

- Solo performance presentation
- Group performance experiment
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- Performance analysis

## 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 outcomes**

- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## **Assessment tasks**

- Solo performance presentation
- Group performance experiment
- Journal blog
- 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**

- Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.

## **Assessment tasks**

- Solo performance presentation
- Group performance experiment
- Journal blog
- 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

- Recognise various styles of contemporary performance practices, in particular verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### Assessment tasks

- Solo performance presentation
- Group performance experiment
- Journal blog
- 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

- Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.

- Explore unit themes independently and collaboratively in response to project aims and demands.

## **Assessment tasks**

- Solo performance presentation
- Group performance experiment
- Journal blog
- Performance analysis

## **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**

- Interpret developments in the contemporary performance practice of storytelling, and apply an understanding of it to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.

## **Assessment tasks**

- Solo performance presentation
- Group performance experiment
- Journal blog
- 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 outcomes

- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## Assessment tasks

- Solo performance presentation
- Group performance experiment
- Journal blog
- Performance analysis

## 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

- Conceptualise and produce practical experiments while developing communication skills.

## Assessment tasks

- Solo performance presentation
- Group performance experiment
- Journal blog

## Changes from Previous Offering

1200 word Performance Analysis Report replace 1500 word essay

Weighting changes: Solo Performance Presentation from 20% to 15% and Group Performance Experiment from 20% to 25%; Individual/group weightings in Group Performance Experiments changed from 60%/40% to 90%/10%