



DANC220

Dance Practice 1

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
Jon Burt
jon.burt@mq.edu.au
Contact via 9850 2195
Y3A193C
1.30 - 2.30pm Tuesday

Credit points
3

Prerequisites
15cp

Corequisites

Co-badged status

Unit description
Based in dance/movement principles this unit is structured around practices of embodied knowledge and application. Techniques will be introduced to explore the individual student's physical and creative capabilities and to develop an embodied practice of physical interaction with others. Students have opportunities to create their own performance work in group and self-devised contexts. Students will also articulate, describe and analyse dance/movement practices in written assessments. This unit suits both the experienced dancer and the novice.

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:

Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.

Apply critical, analytical and integrative thinking in the form of written work and oral presentations.

Develop and apply collaborative skills in practice-based work.

Develop and apply 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
Contact duo performance task	15%	week 4
Report 1	20%	Week 6
Creative Practice Blog	15%	Week 9-11
Group performance project	25%	Week 7-12
Report 2	25%	week 13

Contact duo performance task

Due: **week 4**

Weighting: **15%**

This performance task will be a 3 minute contact duo exploring students' application and understanding of practice-based classwork from the first three weeks of class. The purpose of this early performance task is to provide a platform to build on and to gain feedback early in the session. The performance will be assessed in terms of delivery and content. In particular how well the duo is performed whether in improvised or structured contact formats and the level to which the duo explores unit theme(s) in a coherent and engaging way will be assessed. [Please note if there is an uneven number of students enrolled in the class there is also the potential for a trio group.]

Assessment criteria include:

- Evidence of the duo's embodiment of a coherent application and synthesis of class techniques in relation to theme of contact work,
- Evidence of commitment, collaboration and engaged participation,
- Evidence of original creative ideas in the duo's dance and movement material,
- Level of confidence, clarity of form, well developed (either in impro or structured contact formats).

On successful completion you will be able to:

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.

- Develop and apply collaborative skills in practice-based work.
- Develop and apply choreographic and performance skills in the creation and presentation of performance work.

Report 1

Due: **Week 6**

Weighting: **20%**

This 1000 word report is in two parts. The first part (500 words) should discuss a theme from the first 5 weeks of the unit discussed and explored through class discussions, mini-lectures or readings. Students will be required to succinctly and clearly articulate their understanding of a particular aspect of the unit that has engaged, surprised and/or challenged them thus far. In the second part (500 words) the student should discuss the creative process and application of a unit theme(s) involved in their performance duo (week 4). Both parts of the report must include references from class readings to support the discussion.

Once submitted via Turnitin the report 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 organisation and structure,
- b) Evidence of correct academic and writing protocols,
- c) Evidence of critical, analytical and integrative thinking in the student's exploration of unit theme(s),
- d) Evidence of exploration and synthesis of unit theme(s) in creative process and development of performance duo.

More detailed information will be provided in class and available on ilearn at <http://ilearn.mq.edu.au>

On successful completion you will be able to:

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations.
- Develop articulation of embodied research in written and oral form.

Creative Practice Blog

Due: **Week 9-11**

Weighting: **15%**

A series of blog posts (3 x 300 words or equivalent) in which students will articulate an

understanding of the creative process involved in their group project using a variety of approaches including: written - critical and embodied writing; and visual - diagrammatic, video, still image, collage.

The criteria for this assessment are:

- a) Extent to which the student engages with the collaborative creative process in an open-minded and productive way and is able to communicate this engagement in written and visual forms in their blog posts.
- b) Extent to which the critical writing follows correct academic protocols; extent to which the embodied writing communicates the lived experience of the creative process; extent to which the visual posts communicate non-verbal aspects of the creative process.
- c) Extent to which the blogs reveal how the student's creative group proceeded from thought to form and how these ideas connected with unit content.

On successful completion you will be able to:

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations.
- Develop articulation of embodied research in written and oral form.

Group performance project

Due: **Week 7-12**

Weighting: **25%**

The creation and performance component will be a group-devised work of 5-8 minutes using contact work as the choreographic or creative process base. Students will be encouraged to engage with the inter-media aspects of the creative process, such as the use of self-devised video, sound, and lighting design. Participation in the creation, rehearsal and performance of the choreographed material will be continuously assessed through the creation process and in video review of the performance with a 90% individual and 10% group weighting. Students will need to arrange and allocate extra time for the creation and rehearsal period with their group members.

Assessment criteria include:

- a) Evidence of the group's embodiment of a coherent application and synthesis of class techniques in relation to theme of contact work,
- 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,
- d) Level of confidence, clarity of form, well rehearsed.

On successful completion you will be able to:

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Develop and apply collaborative skills in practice-based work.
- Develop and apply choreographic and performance skills in the creation and presentation of performance work.

Report 2

Due: **week 13**

Weighting: **25%**

On the basis of class discussion and their own observations, students write a 1200 word performance analysis of group performance projects (their own and one other group's work) in relation to proposed objectives and outcomes. The report will be submitted via Turnitin and will be assessed in terms of organisation and structure, academic writing protocols, analytical thinking, and understanding and application of unit themes. Once submitted via Turnitin the report 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 organisation and structure,
- b) Evidence of correct academic and writing protocols,
- c) Evidence of critical, analytical and integrative thinking in the student's analysis of their own and another group's work,
- d) Evidence of student engagement in the collaborative group creative process.
- e) Evidence of student understanding and application of unit themes in their analysis of performed work and their discussion of feedback received.

More detailed information will be provided in class and available on ilearn at <http://ilearn.mq.edu.au>

On successful completion you will be able to:

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations.
- Develop articulation of embodied research in written and oral form.

Delivery and Resources

Delivery:

Danc 220 classes are held in Building Y3A Room 184. Students must attend one of these classes: Tuesday 11am - 1pm or Thursday 11am - 1pm.

Required reading:

Kaltenbrunner, Thomas. 1998, 2004. *Contact Improvisation: Moving - Dancing - Interaction*. 2nd edition. Aachen: Meyer and Meyer. pp. 33-53.

Novak, Cynthia J. 1990. *Sharing the Dance: Contact Improvisation and American Culture*. Madison, WI: Uni of Wisconsin Press. pp. 33-62.

Recommended reading:

Novak, Cynthia J. 1988. 'Looking at Movement as Culture: Contact Improvisation to Disco', *TDR* Vol. 32, No. 4 (Winter, 1988), pp. 102-119 <http://www.jstor.org/stable/1145892>

Novak, Cynthia J. 1988. 'A Photo Essay and Summary Movement Analysis', *TDR* Vol. 32, No. 4 (Winter, 1988), pp. 120-134 <http://www.jstor.org/stable/1145893>

Leigh Foster, Susan. 2002. 'Walking and Other Choreographic Tactics: Danced Inventions of Theatricality and Performativity', *SubStance*, Vol. 31, No. 2/3, Issue 98/99: Special Issue: Theatricality (2002), pp. 125-146 <http://www.jstor.org/stable/3685482>

Turner, Robert. 2010. 'Steve Paxton's "Interior Techniques": Contact Improvisation and Political Power', *TDR: The Drama Review*, vol. 54, no. 3, pp. 123-135. Available from: Project MUSE-Premium Collection. http://muse.jhu.edu.simsrad.net.ocs.mq.edu.au/journals/the_drama_review/v054/54.3.turner.html.

Lavender, Larry. 2009. 'Facilitating the Choreographic Process' in Butterworth, J and Wildschut, L. *Contemporary Choreography: A critical reader*. New York: Routledge. pp. 71-89.

Buckwalter, Melinda. 2010. *Composing while Dancing: An Improviser's Companion*. University of Wisconsin. pp. 34-58.

Albright, A. C., and Gere, D. (eds.) 2003. *Taken by Surprise: A Dance Improvisation Reader*. Middletown, CT: Wesleyan Uni Press. pp. 153-184.

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

Late Submissions:

No submission 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.

Technologies Used and Required:

The unit uses the following technology: iLearn and Turnitin

Learning and Teaching Activities

Early performance task

This performance task will be a 3 minute contact duo exploring students' application and understanding of practice-based classwork from the first three weeks of class.

Report 1

1000 word academic report in two parts: 1) discussion of a class theme from the first 5 weeks of the unit, 2) discussion of the creative process and application of a unit theme(s) involved in the performance duo (week 4).

Creative practice blog

A series of 3 creative practice blog posts (300 words each) using a variety of approaches including: written - critical and embodied writing; and visual - diagrammatic, video, still image, collage.

Creative process and performance outcome

The creation and performance component will be a group-devised work of 5-8 minutes using contact work as the choreographic or creative process base.

Report 2

1200 word performance analysis of group performance projects (their own and one other group's work) in relation to proposed objectives and outcomes.

Practice-based workshops

A series of practice-based workshops to develop students' dance and creative process skills

In-class discussions and online discussion forum

In-class discussions and online discussion forums to discuss class themes, practical content, creative process and performance outcomes

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

New Assessment Policy in effect from Session 2 2016 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/

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

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/

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.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/

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

Information is correct at the time of publication

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://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

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Develop and apply collaborative skills in practice-based work.
- Develop and apply choreographic and performance skills in the creation and presentation of performance work.

Assessment tasks

- Contact duo performance task
- Report 1
- Creative Practice Blog
- Group performance project
- Report 2

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 collaborative skills in practice-based work.

Assessment task

- Group performance project

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

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.

Assessment tasks

- Report 1
- Group performance project
- Report 2

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

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Develop and apply choreographic and performance skills in the creation and

presentation of performance work.

- Develop articulation of embodied research in written and oral form.

Assessment tasks

- Contact duo performance task
- Report 1
- Group performance project
- Report 2

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

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.
- Apply critical, analytical and integrative thinking in the form of written work and oral presentations.

Assessment tasks

- Report 1
- Creative Practice Blog
- Group performance project
- Report 2

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

- Engage with the process of learning to absorb and apply dance and movement practices, and theories presented in the unit.

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

Assessment tasks

- Report 1
- Creative Practice Blog
- Group performance project
- Report 2

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 practice-based work.
- Develop articulation of embodied research in written and oral form.

Assessment tasks

- Contact duo performance task
- Group performance project
- Report 2

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

- Develop and apply collaborative skills in practice-based work.

Assessment task

- Group performance project

Changes from Previous Offering

1. Short essay now called a report, increased from 500 to 750 words and split into 2 parts.
2. Essay decreased from 2000 to 1500 words and due week 8 not week 9. Subject to be an extant work on video rather than a live performance.