



DANC215

Movement Training and Performance

S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Lecturer

Jon Burt

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Contact via 98502195

Y3A193C

Monday 2-4pm

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:

Absorb, understand and apply dance and movement technical and aesthetic skills.

Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.

Explore unit themes independently and/or collaboratively in response to project aims and

demands.

Recognise and examine the sociocultural underpinnings of contemporary dance's cultural history and various forms.

General Assessment Information

Participation:

All assessment tasks are based on the student's participation in all class tutorials, in addition to out-of class participation such as listening to and absorbing online lectures, attending to reading tasks via the multisearch link on ilearn, working on written assignments and blog posts, organising/attending your own solo/duo out-of-class rehearsals and your group's out-of-class rehearsals for the two performance tasks, and participating in and attending to online class discussions and announcements via ilearn.

Assessment Tasks

Name	Weighting	Due
<u>Solo/Duo - Physical Engagement</u>	15%	Wk 4 in class.
<u>Report 1 - Critical Engagement</u>	20%	Wk 5, Sun, 6pm.
<u>Creative Practice Blog</u>	15%	Wks 9,10,11 Sun 6pm per week.
<u>Group Performance Project</u>	25%	Wk 12 in class.
<u>Report 2 - PerformanceAnalysis</u>	25%	Wk 14, Sun 6pm.

Solo/Duo - Physical Engagement

Due: **Wk 4 in class.**

Weighting: **15%**

A short solo or duo performance in which students will creatively explore notions of bodies, space and time. This assessment task is an early assignment so that the student gains performance experience and benefits from feedback to take forward into the group performance project.

The criteria for this assessment are:

1. Extent to which there is an emergent physical embodiment of early unit materials from technical, aesthetic and creative components of class.
2. Extent to which the student works towards creating an innovative approach to the choreography - use of space, time, individual movement style(s).
3. Extent to which the student integrates a physical and creative exploration of early unit themes, in relation to the body in space.

4. Extent to which the student is able to articulate their creative and technical process.
5. Extent to which the solo/duo is well rehearsed, clear in structure.
6. Extent to which the student challenges themselves physically and creatively.

On successful completion you will be able to:

- Absorb, understand and apply dance and movement technical and aesthetic skills.
- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.

Report 1 - Critical Engagement

Due: **Wk 5, Sun, 6pm.**

Weighting: **20%**

An 850 word report in which the student will critically engage with ideas raised in lectures and class discussions from one week's theme (wks 1-4) exploring a specific debate in relation to perceptions of bodies, space and time.

The criteria for this assessment are:

1. Extent to which correct academic and writing protocols, including formatting, referencing, grammar, spelling, clarity are applied to the report.
2. Extent to which self-regulated research is undertaken and extent to which critical, analytical and integrative thinking is applied to the report.
3. Extent to which there is a well-devised organisation and structure which clearly articulates the student's response to and understanding of the week's theme they have chosen to explore in the report.
4. Appropriate choice of subject matter, i.e. the report must be based on one of the weeks 1-4 unit themes and draw on unit materials and class discussions.
5. Completion of online research basics module (due week 3).

On successful completion you will be able to:

- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.
- Recognise and examine the sociocultural underpinnings of contemporary dance's cultural history and various forms.

Creative Practice Blog

Due: **Wks 9,10,11 Sun 6pm per week.**

Weighting: **15%**

A series of blog posts 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:

1. 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.
2. 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.
3. 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:

- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.
- Recognise and examine the sociocultural underpinnings of contemporary dance's cultural history and various forms.

Group Performance Project

Due: **Wk 12 in class.**

Weighting: **25%**

A collaborative group performance project in which students apply their own understanding, knowledge and skills to the creation of an original dance/movement work and explore the theoretical ideas introduced in the unit through the practice of devised performance making.

The criteria for this unit are:

1. Extent to which there is a physical embodiment of unit materials from technical, aesthetic and creative components of class in the group performance project.
2. Extent to which the group works towards creating an innovative approach to the choreography - use of space, time, movement style(s).
3. Extent to which the group integrates a physical and creative exploration of unit themes, in relation to the body in space.

4. Extent to which the group is able to articulate their creative and technical process.
5. Extent to which the group project is well rehearsed, clear in structure. Extent to which the students have challenged themselves physically and creatively.

On successful completion you will be able to:

- Absorb, understand and apply dance and movement technical and aesthetic skills.
- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.

Report 2 - Performance Analysis

Due: **Wk 14, Sun 6pm.**

Weighting: **25%**

A critically engaged performance report in which students analyse both their own group's and one other group's performance project, highlighting issues in a critically engaged manner. You are expected to relate your analysis to original creative proposals, performance outcomes, class discussion and feedback (particularly the post performance feedback session in week 13), key concepts and readings from the unit, and some of your own supplementary research.

Criteria for the assessment are:

1. Extent to which correct academic and writing protocols, including formatting, referencing, grammar, spelling, clarity are applied to the report.
2. Extent to which self-regulated research has been undertaken and extend to which critical, analytical and integrative thinking are applied to the report.
3. Extent to which there is a well-devised organisation and structure which clearly articulates the student's analysis of their own and another group's performance project.
4. Extent to which the student's analysis of their own and another group's performance project relates to unit themes and reveals an understanding of performance analysis protocols introduced in the unit.

On successful completion you will be able to:

- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.
- Recognise and examine the sociocultural underpinnings of contemporary dance's cultural history and various forms.

Delivery and Resources

Delivery:

DANC 215 classes are held in Building Y3A Room 184.

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	Thursday classes	11am-1pm	Y3A 184
		2-4pm	Y3A 184

Technologies used and required:

This unit has an online presence in ilearn therefore you will need access to a computer, and an internet connection. The unit ilearn page can be accessed at <http://ilearn.mq.edu.au>

All relevant DANC 215 online material will be uploaded to the unit ilearn page. This is your 'go-to' starting point each week where you will be able to keep up to date with all unit online content and catch up with any notifications.

Reading List (available on Multisearch under Units>DANC215):

Required Reading:

Carter, Alexandra and O'Shea, Janet (eds) (1998, 2010). *The Routledge Dance Studies Reader*, London and New York: 29-34, 58-72, 303-318.

Bartenieff, Irmgard and Lewis, Doris (1980). *Body Movement: Coping with the Environment*, New York: Gordon and Breach Science Publ.:17-34.

Lepkoff, Daniel (1999). 'What is Release Technique?' *Movement Research Performance Journal* (Fall/Winter 1999), no. 19: n.p. Available at <http://www.daniellepkoff.com/Writings/What%20is%20Release%20Technique%20-%20Daniel%20Lepkoff%205.pdf>

Preston-Dunlop, Valerie, and Sanchez-Colberg, Ana (2002). *Dance and the Performative: A Choreological Perspective, Laban and Beyond*, London: Verve: 29-31.

Rubidge, Sarah (2011). 'Spacing Dance(s) – Dancing Space(s)', January 27th–30th 2011. University of Southern Denmark, Odense. Conference Proceedings, 10th International NOFOD Conference: n.p. Available at <http://core.ac.uk/download/files/356/18452008.pdf>

Buckwalter, Melinda (2010). *Composing while Dancing: An Improviser's Companion*. Madison, WI:University of Wisconsin: 76-90.

Spier, Steven (ed) (2011). *William Forsythe and the Practice of Choreography: It Starts From Any Point*. Abingdon, UK: Routledge: 90-92, 128-138.

Recommended Reading:

Lepecki, Andre (ed) (2004). *Of the Presence of the Body, Essays on Dance and Performance Theory*, Middletown, CT: Wesleyan University Press: 1-12.

Foucault, Michel (1984). *Space, Knowledge, and Power*. In Paul Rabinow (ed) *The Foucault Reader* New York: Pantheon: 3-30, 239-256.

Drefus, Hubert L. and Rabinow, Paul (1982, 1983). *Michel Foucault Beyond Structuralism and Hermeneutics*, Chicago, IL: Chicago University Press: xvii-end of introduction.

Manning, Erin (2009). 'Propositions for the Verge William Forsythe's Choreographic Objects', *INFLExions* No. 2 (Jan. 2009): n.p. Available at http://www.inflexions.org/n2_manninght ml.html

Assessment Submission:

1. For Reports 1 and 2 assessment tasks, grades and feedback will appear in the tutor's notes within turnitin. Part of the Report 1 assessment task will be an online module covering research basics accessible through the ilearn page.
2. The creative practice blogs assessment task must be submitted via the blog link on the ilearn page at the end of weeks 9, 10 and 11. For assessment all three blog posts will need to be compiled into one document and uploaded to turnitin by wk 11, Sunday, 6pm. Grades and feedback will appear in the tutor's notes within turnitin.
3. Performance 1 (solo/duo project) and Performance 2 (group project) are live performances which take place in the dance studio (Y3A 184) on the relevant dates as indicated above. Assessment will be via video review and observation. Feedback and grades for Performance 1 will be via face to face meetings. Feedback and grades for Performance 2 will be added to Report 2 tutor's notes within turnitin.
4. 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:

The referencing style for all written material where academic protocols are required must follow a recognised academic referencing style such as Chicago, Harvard, APA or MLA. If you are unsure of referencing styles please consult the library referencing resources at <http://libguides.m>

mq.edu.au/Referencing

Late Penalties:

Assessment tasks are aligned to the unit Learning Outcomes. Timely submission of assessment tasks is a unit requirement or penalties apply. 10% per day including weekends will be deducted for all late submissions unless Disruptions to Studies (including a request for an extension) is approved.

Re-marking:

Additional information for MMCCS remarking policy can be found at:

http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

The Session Re-mark Application can be found at:

<http://www.mq.edu.au/pubstatic/public/download/?id=167914> Information is correct at the time of publication

Learning and Teaching Activities

Written Reports

An 850 and 1000 word written report will be undertaken by students in which they critically engage with unit content and performance outcomes.

Practical Performance Projects

A solo/duo and a group performance project will be undertaken by students in which they apply embodied knowledge in relation to unit content.

Creative Practice Blogs

Three blogs posts will be submitted in which students will communicate through written and visual media their engagement with and understanding of their group's creative process during the group performance creation period.

Discipline specific practice and creative practice

Dance and movement practice classes will develop the students' aesthetic and technical physical skills. Creative practice classes will develop the students' compositional and improvisation skills.

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/ne>

[w 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.

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

- Absorb, understand and apply dance and movement technical and aesthetic skills.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.

Assessment tasks

- Solo/Duo - Physical Engagement
- Creative Practice Blog
- Group Performance Project

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

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

Assessment tasks

- Solo/Duo - Physical Engagement
- Creative Practice Blog

- 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 outcomes

- Absorb, understand and apply dance and movement technical and aesthetic skills.
- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.

Assessment tasks

- Solo/Duo - Physical Engagement
- Report 1 - Critical Engagement
- Creative Practice Blog
- Group Performance Project
- Report 2 - PerformanceAnalysis

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 outcome

- Absorb, understand and apply dance and movement technical and aesthetic skills.

Assessment tasks

- Solo/Duo - Physical Engagement
- Group Performance Project

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

- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Recognise and examine the sociocultural underpinnings of contemporary dance's cultural history and various forms.

Assessment tasks

- Solo/Duo - Physical Engagement
- Report 1 - Critical Engagement
- Creative Practice Blog
- Group Performance Project
- Report 2 - PerformanceAnalysis

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, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.
- Recognise and examine the sociocultural underpinnings of contemporary dance's cultural history and various forms.

Assessment tasks

- Solo/Duo - Physical Engagement

- Report 1 - Critical Engagement
- Creative Practice Blog
- Group Performance Project
- Report 2 - PerformanceAnalysis

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 outcome

- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.

Assessment tasks

- Solo/Duo - Physical Engagement
- Report 1 - Critical Engagement
- Creative Practice Blog
- Group Performance Project
- Report 2 - PerformanceAnalysis

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

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

Assessment tasks

- Solo/Duo - Physical Engagement
- Group Performance Project

- Report 2 - PerformanceAnalysis

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 outcomes

- Interpret, articulate and communicate ideas, problems, and disciplinary debates in oral, written and creative practice forms.
- Explore unit themes independently and/or collaboratively in response to project aims and demands.

Assessment tasks

- Solo/Duo - Physical Engagement
- Report 1 - Critical Engagement
- Creative Practice Blog
- Group Performance Project
- Report 2 - PerformanceAnalysis

Changes from Previous Offering

Essay plan and Essay assignments in previous offering have been changed.

1. Introduction of Report 1 - Critical engagement focusing on a theme from one week (wks 1-4).
2. Introduction of Individual solo/duo - To bring forward earlier in the unit a performance outcome and feedback.
3. Introduction of a Creative Practice Blog assignment - To focus students on creative practice in the development of performance work.

Changes since First Published

Date	Description
17/02/2016	Completion of InfoWise module is required but does not carry a weighting in terms of marks.