



# DANC220

## Dance Practice 1

S2 Day 2017

*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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Contact via 9850 2195  
Y3A193C  
Wednesday, 10.30-11.30am

Credit points  
3

Prerequisites  
15cp at 100 level or above

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	Hurdle	Due
<a href="#">Contact duo performance task</a>	15%	No	week 5
<a href="#">Creative Practice Blog</a>	15%	No	Fri, 5pm, 3rd Oct, 2017
<a href="#">Group performance project</a>	30%	No	In class, Week 12
<a href="#">Report</a>	40%	No	Fri, 5pm, 17th Nov, 2017

### Contact duo performance task

Due: **week 5**

Weighting: **15%**

This performance task will be a 3 minute duo exploring students' application and understanding of practice-based classwork from the first four 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 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.] Participation in the creation, rehearsal and performance of the choreographed material will be assessed through the creation process and in live and video review of the performance with a 60% individual and 40% group weighting. Feedback will be given in class, and in written form in the Turnitin grade book.

Assessment criteria include:

- Evidence of the duo's embodiment of a coherent application and synthesis of class techniques.
- Evidence of commitment, collaboration, and active 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.

## Creative Practice Blog

Due: **Fri, 5pm, 3rd Oct, 2017**

Weighting: **15%**

A series of creative blog posts (3 x 500 words or equivalent) from week 9 to week 11 in which students 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.

Submission will be via iLearn blog post

Feedback will be provided in class.

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: **In class, Week 12**

Weighting: **30%**

The creation and performance component will be a group-devised work of 5-8 minutes using dance and movement as the basis for the choreographic and creative process. 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. Assessment will be based on active participation

in the creation process and on live and video review of the performance in week 12 with a 60% individual and 40% group weighting. Students will need to arrange and allocate extra time for the creation and rehearsal period with their group members. Feedback will be provided during the creative development, in the feedback session in week 13, and in written form via the Turnitin grade book.

Assessment criteria include:

- a) Evidence of the group's embodiment of a coherent application and synthesis of class techniques.
- 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

Due: **Fri, 5pm, 17th Nov, 2017**

Weighting: **40%**

On the basis of class discussion and their own observations, students write a 2000 word creative development report and performance outcome analysis of group performance projects (their own and one other group's work) in relation to proposed objectives and outcomes, the groups' online creative blogs, and related research. The report will be submitted via Turnitin and will be assessed in terms of organisation and structure, academic writing protocols, analytical and critical thinking, and self-generated research. 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 Turnitin.

Assessment criteria:

- a) Evidence of well-devised organisation and structure, and correct academic and writing protocols.
- b) Evidence of self-generated research, and integration and analysis of groups' creative blogs.
- 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 understanding of unit content in their analysis of creative process and performance outcomes.

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 2pm - 4pm.

### **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](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:**

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 duo exploring students' application and understanding of practice-based classwork from the first three weeks of class.

### **Creative blog**

A series of 3 creative practice blog posts (equivalent to 500 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 dance and movement as the basis for the choreographic and creative process.

### **Report**

2000 word creative development report and performance outcome 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 mini-lectures**

In-class discussions and lectures 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments/media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/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](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

- 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
- Creative Practice Blog
- Group performance project
- Report

## 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 tasks

- Contact duo performance 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

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

## 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
- Creative Practice Blog
- Group performance project
- Report

## **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**

- Contact duo performance task
- Creative Practice Blog
- Group performance project
- 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**

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

## **Assessment tasks**

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

## **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
- Creative Practice Blog
- Group performance project
- Report

## **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 tasks**

- Contact duo performance task
- Group performance project

## **Changes from Previous Offering**

1. Removed Report 1, decreased assessments from 5 to 4.
2. Report increased from 1500 words to 2000 words, and research to include integration and analysis of groups' creative blogs.