



# DANC200

## Music Theatre

S2 Day 2018

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

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### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor/Lecturer/Tutor

Julie-Anne Long

[julie-anne.long@mq.edu.au](mailto:julie-anne.long@mq.edu.au)

Contact via Contact via email

Y3A 193J

Thursday 9.30-11.30am (or by appointment via email)

Credit points

3

Prerequisites

15cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit explores the vast and complex world of music theatre, including the musical. It mixes theory and practice in lectures and workshops that investigate theatre built on movement and sound, creating fresh perspectives and a deepened understanding of a genre often undervalued and regarded merely as entertainment. Students consider methods of music theatre creation and appreciation. Assessment tasks include the opportunity for students to devise and perform their own piece of musical theatre. No technical dance, singing or musical knowledge or experience is required.

## 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 and apply a comprehensive historical understanding of Music Theatre

Engage in the learning process

Identify and analyse a broad range of Music Theatre productions and genres, including local and international perspectives

Employ academic writing skills to demonstrate disciplinary knowledge

Practice and develop independent and collaborative work

Apply relevant disciplinary skills and knowledge to produce and realise a performance.

## General Assessment Information

**Attendance** Students are required to attend all workshops. As participation in the process of learning is linked to and underpins the unit Learning Outcomes, you will need to either apply for Special Consideration (refer under Policies and Procedures) to cover any missed workshop (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed workshop (if less than three consecutive days).

**Group Exercises** Students are expected to work in groups for workshops. Students in this unit must be willing to work within a group and to assume responsibility for the group's process. Students are encouraged to wear comfortable clothes and shoes for practical exercises and workshops.

**Independent Work** Students are expected to work independently outside of scheduled workshop times when they are working on their independent performance. DANC200 students will need to do their own reading of relevant texts outside class time.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>PRESENTATION</u>	20%	No	Weeks 4, 5, 6
<u>PARTICIPATION REPORT</u>	35%	No	Week 9
<u>PERFORMANCE PROJECT</u>	45%	No	Weeks 7, 9, 12 and 13

### PRESENTATION

Due: **Weeks 4, 5, 6**

Weighting: **20%**

An oral presentation on a musical selected from the list provided by the convenor, to be accompanied by a Powerpoint Poster. Each student will present in a group of three focused on one musical: Presenter 1/ will give a brief synopsis of the musical and social and historic context; Presenter 2/ will provide an analysis of the music from a selected scene; Presenter 3/ will provide an analysis of the dance from a selected scene.

The group presentation should be no longer than 12 minutes (including screening time/max 4 mins each). In addition, students must be prepared for a brief class discussion/Q & A. Maximum total time: 15 minutes.

A Powerpoint Poster (with all 3 presentations) must be submitted to the convenor by 5pm Tuesday prior to presentation. Each student will submit their individual Powerpoint poster online by 5pm Wednesday (Weeks 4, 5, 6) as a single file upload (.doc or .docx) via Turnitin.

Assessment Criteria:

- Evidence of preparation and research capability: historical context, synopsis
- Evidence of analytical thinking: analysis of *either* the music *or* the dance for the selected scene
- Effective communication and confident delivery
- Responsiveness to the class discussion: to listen to questions; to evaluate additional information; to formulate a response.

More detailed information will be provided in class and available from iLearn.

On successful completion you will be able to:

- Absorb and apply a comprehensive historical understanding of Music Theatre
- Engage in the learning process
- Identify and analyse a broad range of Music Theatre productions and genres, including local and international perspectives
- Practice and develop independent and collaborative work

## PARTICIPATION REPORT

Due: **Week 9**

Weighting: **35%**

The Participation Report will be a combination of short answer written tasks based on lecture content and workshop content (practical exercises). A 800-1,000 word essay question (Harvard referencing, 12pt, double spaced, Times New Roman font) will discuss the state of music theatre in an Australian context with reference to the unit content and supported by individual research.

The Participation Report (format provided by convenor on ilearn) is to be submitted online by 5pm Friday 12 October (Week 9) as a single file upload (.doc or .docx) via Turnitin.

Assessment Criteria:

- Commitment to task
- Practical and/or theoretical understanding of the themes articulated in each class throughout the semester.
- Evidence of thorough research and a clearly articulated response to the thematic
- Demonstrates understanding of music theatre genre and artist's work
- Demonstrates understanding of social, cultural and political context

- Evidence of correct academic protocols organisation and structure, grammar, spelling, references.

More detailed information will be provided in class and available from iLearn.

On successful completion you will be able to:

- Absorb and apply a comprehensive historical understanding of Music Theatre
- Engage in the learning process
- Identify and analyse a broad range of Music Theatre productions and genres, including local and international perspectives
- Employ academic writing skills to demonstrate disciplinary knowledge

## PERFORMANCE PROJECT

Due: **Weeks 7, 9, 12 and 13**

Weighting: **45%**

Week 7: Solo Performances (in-class)	Weight: 10% (Individual 10%)
Week 9: Group Concepts and Development (In-class)	Weight: 5% (Group 5%)
Week 12: Final Group Performance (In-class) Individual 10%)	Weight: 20% (Group 10% / Individual 10%)
Week 13: Post-Performance Discussion and Reflection	Weight: 10% (Individual 10%)

Students participate in a collaborative creative process that culminates in a group music theatre performance. Each group will work together to produce a music theatre work that explores how dance, theatre and music can be presented together. Students will be assessed on their solo performance, their performance within the group, on their participation in the process leading to the group performance and on their ability to analyse and reflect on the process and performances in discussion and a written reflection.

Week 7 (in-class): Each student will present a solo performance, either dance OR music (30 secs - 1 minute max.).

Week 9 (in class): Group concepts will be presented as work-in-progress.

Week 12 (in class): The final group performance work will be presented.

Week 13 (in class): Facilitated discussion and analysis of the group performances.

Week 13: Following the group performance and discussion, an individual reflection statement (maximum 1,000 words) is to be submitted online by 5pm Friday 9 November (Week 13) as a single file upload (.doc or .docx) via Turnitin.

It is envisaged that at least 4 hours of group rehearsals will occur outside tutorials. This time has been allocated in the student workload for this unit.

**Solo Performance Assessment Criteria:**

- Clarity of performance protocols: clear form, well rehearsed, confidence in performance
- Originality of form and/or content.

**Concept and Work-in-Progress Assessment Criteria:**

- Evidence of decision-making process and development of concept
- Originality of form and/or content
- Effective communication and delivery in presentation
- Responsiveness to class discussion.

**Group Performance Assessment Criteria**

- Clarity of performance protocols: clear form, well rehearsed, confidence in performance
- Originality of form and/or content
- Evidence of decision-making process and well developed concept
- Demonstrated awareness and understanding of how to work together.

**Individual Written Reflection Assessment Criteria**

- Clarity of conceptual foundations and content
- Evidence of decision-making process and well developed concept
- Demonstrated awareness and understanding of how to work together
- Demonstrated awareness of your individual contribution and your individual response to the group process
- Academic protocols: presentation, word count, double spaced, structure, style.

More detailed information will be provided in class and available from iLearn.

On successful completion you will be able to:

- Engage in the learning process
- Employ academic writing skills to demonstrate disciplinary knowledge
- Practice and develop independent and collaborative work
- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

## Delivery and Resources

### Technologies used and required

This Unit has an online presence on ilearn. You will require access to a computer and fast broadband. Website: All DANC200 material will be uploaded to the DANC200 ilearn unit each week, which may be accessed from off-campus at <http://www.learn.mq.edu.au>

### Recommended Readings

A list of recommended readings for DANC200 will be made available via the DANC200 ilearn page in week 1. All required reading list texts will be available via 'Unit Readings' in MultiSearch: <http://multisearch.mq.edu.au/?course>

### Assessment Submission

All written work for Assessment 1 (Presentation), Assessment 2 (Participation Report) and Assessment 3 (Performance Project) is to be submitted online by the due date as a single file upload (.doc or .docx) on ilearn via the Turnitin assignment link > My Submissions.

Once submitted via Turnitin the written assignments 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.

The presentation, participation and performance assessments require you to be present and take place in class on the relevant dates as indicated above.

### Assessment Standards

Assessment standard by which the tasks are evaluated are described in the assessment rubrics. Detailed information will be provided in class and available via ilearn.

### Referencing Style

Preferred referencing style for this Unit is the Harvard author-date style. This style makes use of in-text referencing rather than footnotes or endnotes. More detailed information will be provided in class and available from iLearn.

### Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will

be accepted for timed assessments – e.g. quizzes, online tests.

**Please Note:** Lectures and Workshops commence in Week 1.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://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/](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](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

- Practice and develop independent and collaborative work
- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

### Assessment tasks

- PRESENTATION

- 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 outcomes

- Practice and develop independent and collaborative work
- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

### Assessment tasks

- PRESENTATION
- 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 in the learning process

### Assessment tasks

- PRESENTATION
- PARTICIPATION REPORT
- PERFORMANCE PROJECT

## 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**

- Absorb and apply a comprehensive historical understanding of Music Theatre
- Identify and analyse a broad range of Music Theatre productions and genres, including local and international perspectives
- Employ academic writing skills to demonstrate disciplinary knowledge
- Practice and develop independent and collaborative work
- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

### **Assessment tasks**

- PRESENTATION
- PARTICIPATION REPORT
- 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**

- Absorb and apply a comprehensive historical understanding of Music Theatre
- Identify and analyse a broad range of Music Theatre productions and genres, including local and international perspectives

### **Assessment tasks**

- PRESENTATION
- PARTICIPATION 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

- Identify and analyse a broad range of Music Theatre productions and genres, including local and international perspectives
- Practice and develop independent and collaborative work

## Assessment tasks

- PRESENTATION
- PARTICIPATION REPORT
- PERFORMANCE PROJECT

## 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

- Employ academic writing skills to demonstrate disciplinary knowledge
- Practice and develop independent and collaborative work
- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

## Assessment tasks

- PRESENTATION
- PARTICIPATION REPORT
- PERFORMANCE PROJECT

## 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

- Practice and develop independent and collaborative work

- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

## **Assessment tasks**

- PARTICIPATION REPORT
- PERFORMANCE PROJECT

## **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**

- Practice and develop independent and collaborative work
- Apply relevant disciplinary skills and knowledge to produce and realise a performance.

## **Assessment task**

- PARTICIPATION REPORT

## **Changes from Previous Offering**

A Solo Performance has been added to stage one of the Performance Project, to provide additional performance experience. Percentages have been adjusted accordingly to maintain the overall grade for this Assessment at 45%: Solo Performance (10%), Group Concept and Work in progress (5%), Group Performance (20%), Post Performance Discussion and Reflection (10%).