



## COURSE OUTLINE

# DRA301 Devising Performance

**Course Coordinator:** Hannah Banks (hbanks@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Sunshine Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course builds upon previous studies undertaken in performance and directing by providing you with artistic opportunities to develop a fully-realised original performance. You will utilise the knowledge and skills that you've acquired over the course of your studies including acting, writing, dramaturgy and collaboration and apply these in the creation of a group devised creative product. You will participate in a performance development process to produce an original devised work for the theatre.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b>	4hrs	Not applicable	Not Yet Determined

### 1.3. Course Topics

Devising; Collaborative Creation; Dramaturgy; Theatre History; Performance Studies; Gender Performance; Cultural Performance; Playwriting; Narrative Structure; Reflective Practice; Concept Development; Theatre Production; Theatre Design; Performance Skills

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Engage in research on a specific provocation to create an appropriate performance pitch	Empowered Engaged
2 Create an original polished performance for presentation in the local community and reflect on the creative process and effectiveness of the final product	Knowledgeable Creative and critical thinker
3 Collaborate to develop a unique performance concept	Creative and critical thinker Engaged
4 Apply knowledge of dramatic form, performance making, production steps and performance skills with proficiency and confidence	Knowledgeable Empowered

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Not applicable

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Competent English language skills for oral and written work and foundational skills in theatre and performance. It is assumed that all students enrolled in the course have taken at least one prior Theatre Performance, Theatre Production or Music Performance course at university-level. Each student should have first-hand experience with a public-facing performing arts organization prior to this course such as, but not limited to, university theatre, music ensembles, community theatre, solo performance, other forms of educational theatre (inclusive of high school), professional theatre or a prior professional internship in the performing arts. As this a 300-level course, it is recommended that students complete this course in their final year of study.

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

In week 3 of this course you will present a 500 word statement demonstrating your understanding of devised theatre for group discussion.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Individual	15%	10 minutes	Week 4	Online Assignment Submission with plagiarism check and in class
All	2	Creative Performance	Individual	45%	1 hour	Exam Period	In Class
All	3	Artefact - Creative, and Written Piece	Individual	40%	2000 words	Exam Period	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Oral Presentation

<b>GOAL:</b>	Communicate knowledge and vision of an aspect of the devising provocation	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	Academic format. Individually you will select an aspect of the provocation given to the devising company to research. You will apply your information literacy skills to source and analyse information on your chosen aspect. You will present your research to your peers in tutorial. The presentation must include background information, political/social context, personal connection, the central themes and purpose, and your analysis of how it could impact the devised performance. You will present your research in a 10-minute oral and visual presentation using presentation software before uploading your presentation to Blackboard.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Evidence of research to demonstrate knowledge	1
	2 Identify and analyse theme, purpose, personal connection and impact	4
	3 Effective oral, written and visual communication	1

#### All - Assessment Task 2: Devised Performance

<b>GOAL:</b>	Collaboratively create a devised performance	
<b>PRODUCT:</b>	Creative Performance	
<b>FORMAT:</b>	Industry Format: This task requires you to draw on many of the skills that you have developed throughout the Theatre and Performance major and develop a polished original performance product from concept through to presentation. Students will collaborate to devise, rehearse and perform an original devised performance that will be presented to the public in the first week of the Exam Block. You will be graded individually on your contribution.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Quality of the final performance product-content/form/innovation	2 3 4
	2 Achievement of performance objectives	2 3 4
	3 Effective group collaboration to plan and meet the performance timeline	3
	4 Quality of production values appropriate to the performance venue	2 4

### All - Assessment Task 3: Concept Book

<b>GOAL:</b>	Document the emergent aesthetics and dramaturgy of the devised performance															
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece															
<b>FORMAT:</b>	<p>Industry format: Throughout the creative process you will conduct research and develop your aesthetic ideas by collecting and collating relevant images, sound and text. You will record significant moments in rehearsal and identify connections between the resources you gather. You will use this book to develop your ideas and as a record from which you initiate group discussion on the developing work.</p> <p>This concept book can be presented creatively and should include:</p> <ul style="list-style-type: none"><li>- detailed research and analysis of the developing concept and thematic</li><li>- rehearsal journal, reflective practice on the process</li><li>- reflection on performance season</li></ul>															
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Engagement with the developing thematic and aesthetics of the performance</td><td>2 4</td></tr><tr><td>2</td><td>Application of ideas throughout creative development</td><td>2</td></tr><tr><td>3</td><td>Ability to identify resources and to make connections between resources that offer nuance and complexity to the developing work</td><td>3 4</td></tr><tr><td>4</td><td>Effective written communication and documentation of the rehearsal process</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Engagement with the developing thematic and aesthetics of the performance	2 4	2	Application of ideas throughout creative development	2	3	Ability to identify resources and to make connections between resources that offer nuance and complexity to the developing work	3 4	4	Effective written communication and documentation of the rehearsal process	2
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## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students are expected to make themselves available for autonomous group rehearsals. Students must therefore consider their availability on evenings and weekends as well as normal working hours.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)