



COURSE OUTLINE

MUS102 Performance 1

Course Coordinator: Briony Luttrell (bluttrell@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Sunshine Coast
USC Moreton Bay

**BLENDED
LEARNING**

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

Online

ONLINE

You can do this course without coming onto campus.

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

In this course, you will explore the foundations of live performance focussing on concepts of listening, embodiment, and ensemble work. You will develop skills in communicating with an audience and build your performance confidence and presence in a university-based environment. You will be guided by lecturers and industry practitioners as you engage in developing foundational performance skills from both interdisciplinary and discipline-specific perspectives.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – In-class tutorial/workshop.	2hrs	Throughout teaching period (refer to Format)	10 times
Seminar – Seminars in semester	2hrs	Throughout teaching period (refer to Format)	3 times
ONLINE			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – In-class tutorial/workshop	2hrs	Throughout teaching period (refer to Format)	10 times
Seminar – Seminars in semester	2hrs	Throughout teaching period (refer to Format)	3 times

1.3. Course Topics

University-facing performance, Industry-informed practice, Live performance, Collaboration, Listening, Embodiment.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 Apply foundation performance skills and concepts for contemporary performance contexts in a University-facing environment.	Empowered
2 Apply interdisciplinary listening and embodiment skills.	Knowledgeable
3 Engage critically with performance concepts and practices to build analytical, evaluative, and reflective skills.	Creative and critical thinker
4 Develop and communicate a performance vision.	Creative and critical thinker
5 Collaborate with others to realise a creative work in a multiple-participant stage performance.	Engaged

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)

Not applicable

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

An opportunity exists in every workshop to produce and perform creative pieces individually and/or in small peer groups. However, in week 4 students will receive individual feedback from tutors.

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	Artefact - Creative	Individual	20%	1 - 2 minutes.	Week 4	In Class
All	2	Written Piece	Individual	40%	800 words	Week 8	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual and Group	40%	6-8 mins plus 400 word written document	Week 13	In Class

All - Assessment Task 1: Solo performance

GOAL:	This assessment will engage your foundational performance skills.													
PRODUCT:	Artefact - Creative													
FORMAT:	Create and communicate a solo performance relevant to your creative practice. Discipline specific examples will be provided to help you understand what this could mean in your discipline. In your performance you will apply skills and performance concepts developed in workshops.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Developing and communicating a solo performance (appropriate to discipline)</td> <td>4</td> </tr> <tr> <td>2</td> <td>Applying appropriate embodiment skills to specific tasks</td> <td>2</td> </tr> <tr> <td>3</td> <td>Applying foundation performance skills and concepts</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Developing and communicating a solo performance (appropriate to discipline)	4	2	Applying appropriate embodiment skills to specific tasks	2	3	Applying foundation performance skills and concepts	1	
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1	Developing and communicating a solo performance (appropriate to discipline)	4												
2	Applying appropriate embodiment skills to specific tasks	2												
3	Applying foundation performance skills and concepts	1												

All - Assessment Task 2: Written performance analysis

GOAL:	This assessment will engage your foundational analytical evaluative and reflective skills.													
PRODUCT:	Written Piece													
FORMAT:	In this task you will select an artist relevant to your creative practice. Identify key performance concepts applied in this artists' work. Analyse and evaluate how these concepts work in this context. Reflect on how these may be useful to your practice.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Applying appropriate interdisciplinary listening skills to identify performance concepts</td> <td>2</td> </tr> <tr> <td>2</td> <td>Engaging critically with analysing performance concepts</td> <td>3</td> </tr> <tr> <td>3</td> <td>Engaging evaluative and reflective skills through written communication</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Applying appropriate interdisciplinary listening skills to identify performance concepts	2	2	Engaging critically with analysing performance concepts	3	3	Engaging evaluative and reflective skills through written communication	3	
No.		Learning Outcome assessed												
1	Applying appropriate interdisciplinary listening skills to identify performance concepts	2												
2	Engaging critically with analysing performance concepts	3												
3	Engaging evaluative and reflective skills through written communication	3												

All - Assessment Task 3: Collaborative Performance

GOAL:	This assessment will demonstrate your ability to work as part of a collaborative group to achieve a university-facing performance.	
PRODUCT:	Artefact - Creative, and Written Piece	
FORMAT:	In this task, you will develop and perform a collaborative creative work in a university-facing context. As a group you will craft a performance vision in response to a choice of provocations. Prior to the performance, you will also submit a written framing statement to detail your groups' intentions for the performance.	

CRITERIA:

No.		Learning Outcome assessed
1	Developing and communicating a performance vision (GROUP)	4
2	Applying interdisciplinary listening and embodiment skills in performance (INDIVIDUAL)	2
3	Collaborating with others to deliver a cohesive performance (GROUP)	5
4	Applying relevant foundational performance skills in a group context (INDIVIDUAL)	1

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 Canvas 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

Weekly recommended reading and asset required for learning activities are delivered via the weekly learning materials in keeping with the current School's attitude to open learning resources.

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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 will 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 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 and supply the required documentation to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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 or call 07 5430 1226.

10.7. 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 or call 07 5430 2890.

10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10.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