



UNSW
SYDNEY

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University



ARTS1120

Experiencing Theatre

Term One // 2019

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|-----------------|--|---|------------------------|-----------------|
| Jonathan Bollen | j.bollen@unsw.edu.au | Mondays, 11am-1pm; other times by appointment. | 246D Robert Webster | 02 9385 0719 |

School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Theatre and Performance Studies*

Have you ever been moved by an actor's performance? Amazed by the beauty of an image on stage? Or caught a glimpse of something beyond words? This course will develop your ability to understand these experiences and explore how they're made in performance. You'll learn about innovations in theatre production and how to put ideas into practice. This is a foundational course in performance and production. It opens up opportunities for acting, directing and design, backstage production, script writing and reviewing the arts. This is a core Level 1 course in the Theatre and Performance Studies stream.

Course Learning Outcomes

1. Describe and interpret a theatre event in terms of its multiple signifying elements and their complex interactions using semiotic terms and concepts
2. Analyse relationships between (a) theatre events, texts, practices and theories, and (b) their social and historical contexts
3. Discuss, compare and contrast the aims and approaches to performance making and audience reception of key practitioners and theorists in twentieth-century Western theatre and contemporary performance
4. Plan, make and present a performance based on collaborative research
5. Operate effectively in the university environment as a self-motivated student of theatre and performance

Teaching Strategies

ARTS1120 is a core Level 1 Theatre and Performance Studies (TPS) course that aims to familiarize students with threshold concepts and useful analytical terms. It provides the building blocks for the majority of the courses in the TPS Major, introducing fundamental knowledge and skills in: performance analysis; historical essay writing on performance practitioners and play scripts in context; and group-devised rehearsal and public performance practice.

ARTS1120 is structured as a combination of a weekly lecture and a weekly tutorial where discussion, practice-based and student-led learning processes take place. The lectures are relatively teacher-led and introduce concepts explored in practical tutorials. The tutorials foster skills in self-directed and group-based learning through a series of student-led rehearsals, culminating in a performance presentation event.

Teacher-led learning and facilitation: The course convenor, together with invited guest lecturers and tutors, will offer teacher-led learning throughout the course. Lectures and tutorials will develop your familiarity with the subject and provide a foundation for further study. Teaching staff will also facilitate group presentations by students.

Group-based Self-Directed Learning (SDL): In preparation for the Group Practical Project students will be involved in managing group-learning and problem-solving both in and out of the weekly course time slot. There is no required reading set for these last four weeks. Instead, preparatory work will consist of

individual research, group meetings and/or group rehearsals.

Assessment

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|--|--------|---------------------|------------------------------------|
| Performance Analysis | 20% | 21/03/2019 11:59 PM | 1,2,5 |
| Essay | 40% | 11/04/2019 11:59 PM | 2,3,5 |
| Practical Project | 30% | 29/04/2019 02:00 PM | 4,5 |
| Individual Contribution to Practical Project | 10% | 29/04/2019 11:59 PM | 4,5 |

Assessment Details

Assessment 1: Performance Analysis

Start date:

Length: 1,000 words

Details: Write a 1,000-word analysis of one recent theatre event (from the list of theatre events provided in class). Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Essay

Start date:

Length: 2,000 words

Details: Write one 2,000-word Essay on a topic specified by the Convener. Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Practical Project

Start date:

Details: Work within your tutorial group to create a short performance based in research. Rubric indicating level of performance against each assessment criteria, written summative feedback, and percentage grade.

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Individual Contribution to Practical Project

Start date:

Details: Following the presentation of the Practical Project, you will complete a Self-Evaluation and Peer Review form. This will inform the assessment of your contribution to both the process and product of the Practical Project, taking into consideration your level of attendance, quality of participation, contribution to group tasks and final presentation, and fulfilment of group role. This is the final assessment task. Rubric indicating level of performance against each assessment criteria, written summative feedback, and percentage grade.

Attendance Requirements

- Attendance of Lectures and Tutorials is mandatory in this course. Unexcused absence from more than 20% will result in the award a fail grade.
- In lectures you will actively engage with core course content that will enable you to demonstrate attainment of the course learning outcomes to (1) describe and interpret a theatre event, (2) analyse relationships between theatre events their social and historical contexts, and (3) discuss the aims and approaches to performance making and audience reception of key practitioners and theorists.
- In tutorials you will actively engage with core course content that will enable you to demonstrate attainment of the course learning outcomes to (4) plan, make and present a performance based on collaborative research, and (5) operate effectively in the university environment as a self-motivated student of theatre and performance.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-----------------------------------|----------|---|
| Week 1: 18 February - 24 February | Lecture | Experiencing Theatre – Elements of Performance |
| | Tutorial | Group member introductions. What is experienced in theatre? Actors and characters, fictions and realities, the play in performance. Introduction to practical work. |
| Week 2: 25 February - 3 March | Lecture | Reading Plays – Performers, Characters and Actions |
| | Tutorial | Discussion of theatrical signs and sign-systems, especially those associated with the actor and/or performing body, including costumes and props. Practical work on the body in space and time. |
| Week 3: 4 March - 10 March | Lecture | Making Sense – Time, Space and Meaning |
| | Tutorial | Discussion and practical work on scenography and of how visual/spatial designs and patterns generate meaning and experiences. Discussion of model student Performance Analysis assignment. |
| Week 4: 11 March - 17 March | Lecture | Theatrical Realism – Stanislavski and The Seagull |
| | Tutorial | Discussion of Stanislavski's ideas and The Seagull with regard to the realist tradition. Group work on acting 'as if' the 'given circumstances' and 'subtext' using scenes from the play. |
| Week 5: 18 March - 24 March | Lecture | Social Action – Brecht's Mother Courage |
| | Tutorial | Discussion of Brecht and his ideas about the theatre practitioner as social commentator. Work on drumming scene from Mother Courage. |
| Week 6: 25 March - 31 | Lecture | Physical Intensity – Meyerhold and Artaud |

| | | |
|------------------------------|----------|--|
| March | Tutorial | Discussion of differences between Meyerhold and Artaud. Practical tasks comparing Meyerhold and Artaud – assembling performance from voice, movement, space and text. |
| Week 7: 1 April - 7 April | Lecture | Presence and Engagement – Contemporary Performance and the Emancipated Spectator |
| | Tutorial | Reflection on contemporary performance and audience today. Discussion of Practical Project - Rehearsals – Practical Project preparation and role allocation, discussion of action/event. |
| Week 8: 8 April - 14 April | Lecture | Practical Project – Rehearsals – Work in your group’s assigned venue on the Practical Project. Review research completed for this week. Commence rehearsing. |
| | Tutorial | Practical Project – Rehearsals – Continue rehearsing. Present an Action List and Design Concept to your Tutor & Mark Mitchell. |
| Week 9: 15 April - 21 April | Lecture | Practical Project – Rehearsals – Continue rehearsing. Stage a provisional walk-through of the performance (its sequences, arrangements and effects). |
| | Tutorial | Practical Project – Rehearsals – Continue rehearsing. Present your Proposed Blocking/Choreography to your Tutor and Mark Mitchell. |
| Week 10: 22 April - 28 April | Tutorial | Practical Project – Rehearsals – Continue rehearsing – focus on clarity, coherence and timing – all elements in place. |
| Week 11: 29 April - 1 May | Lecture | Practical Project – Tech/dress Rehearsal (30 minutes) and Performance (lecture slot 1.5h + bump-out 30 minutes) |

Resources

Prescribed Resources

Expected resources are provided by UNSW Library through the course moodle.

Recommended Resources

Recommended resources are provided by UNSW Library through the course moodle.

Course Evaluation and Development

We welcome constructive feedback – especially written feedback (emails, notes etc.) on the course content, structure and assessment methods – not only at the conclusion of the course, but also as we go along. At the end of the course we will invite you to provide feedback using UNSW's course experience survey.

Many aspects of this course are the result of innovative student feedback from previous years – especially with regard to the schedule and assessment tasks. For example, in 2015 we introduced longer tutorials (1.5 hours instead of 1 hour) and shorter lectures (1.5 hours instead of 2 hours) in response to student feedback.

With the move to a 10-week teaching term this year, we have re-arranged some content in lectures and introduced 2 hour tutorials.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

Theatre and Performance Studies, UNSW

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