

DRA203 Physical Theatre

School: School of Business and Creative Industries

2026 Semester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

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

Please go to unisc.edu.au 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 develop an understanding of Physical Theatre. You will develop knowledge of the history, rationale and philosophies of Physical Theatre. You will explore the application, styles and devising processes of Physical Theatre. As part of this course you will create a physical theatre performance based on one or two styles of Physical Theatre.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus tutorial/workshop for 12 weeks (or equivalent).	3hrs	Week 1	12 times

1.3. Course Topics

- The Suzuki actor training method
- Viewpoints training
- Anne Bogart's composition techniques

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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	Describe the history, rationale and philosophy of various forms of Physical Theatre.	Knowledgeable
2	Demonstrate a variety of Physical Theatre performance skills including performance energy, performance focus, grounded and centred physicality, physical expressivity, vocal power and expression, and ensemble work.	Empowered
3	Communicate Dramatic Meaning through Physical Theatre.	Creative and critical thinker

5. Am I eligible to enrol in this course?

Refer to the [UniSC 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

5.5. Microcredential Information

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

In Week 3 you will be given feedback on your group performance (Task 1). In Weeks 4- 7 you will be given feedback on your reading summaries. In weeks 6 onwards you will be given feedback on your creative performance for Task 3

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	Creative Performance	Group	30%	10-15 minutes	Week 5	In Class
All	2	Written Piece	Individual	30%	2000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Creative Performance	Individual	40%	10 - 15 minutes	Refer to Format	In Class

All - Assessment Task 1: In class presentation

GOAL:	The purpose of this task is for you to learn how to work collaboratively to devise new performance work.																			
PRODUCT:	Creative Performance																			
AUTHORSHIP STATEMENT:																				
FORMAT:	Short devised performances in response to given specifications/ provocations.																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of the Viewpoints to creatively shape the work.</td> <td></td> </tr> <tr> <td>2</td> <td>Focus, energy and physical presence in performance.</td> <td></td> </tr> <tr> <td>3</td> <td>Performance polish.</td> <td></td> </tr> <tr> <td>4</td> <td>Clarity of dramatic meaning.</td> <td></td> </tr> <tr> <td>5</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> <td>1 2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of the Viewpoints to creatively shape the work.		2	Focus, energy and physical presence in performance.		3	Performance polish.		4	Clarity of dramatic meaning.		5	Assessment criteria are mapped to the course learning outcomes.	1 2 3	
No.		Learning Outcome assessed																		
1	Application of the Viewpoints to creatively shape the work.																			
2	Focus, energy and physical presence in performance.																			
3	Performance polish.																			
4	Clarity of dramatic meaning.																			
5	Assessment criteria are mapped to the course learning outcomes.	1 2 3																		
GENERIC SKILLS:																				

All - Assessment Task 2: Reading Summaries

GOAL:	The purpose of this task is for you to demonstrate your developing understanding of methodologies of Physical Theatre.																
PRODUCT:	Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>Summarise the four set readings provided on Blackboard (500 words each, total 2000 words). Your summaries will follow the template provided and include:</p> <ul style="list-style-type: none"> - 5-8 key points from the readings - 3 key quotes from the readings - 3 reflective insights you have gained from the set readings in relation to your developing practice as a performing artist. 																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding of the set readings.</td> <td></td> </tr> <tr> <td>2</td> <td>Reflective insight of the set readings to your own artistic practice.</td> <td></td> </tr> <tr> <td>3</td> <td>Layout of the reading summaries to capture the key ideas.</td> <td></td> </tr> <tr> <td>4</td> <td>Written communication skills (including academic referencing).</td> <td></td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge and understanding of the set readings.		2	Reflective insight of the set readings to your own artistic practice.		3	Layout of the reading summaries to capture the key ideas.		4	Written communication skills (including academic referencing).		
No.		Learning Outcome assessed															
1	Knowledge and understanding of the set readings.																
2	Reflective insight of the set readings to your own artistic practice.																
3	Layout of the reading summaries to capture the key ideas.																
4	Written communication skills (including academic referencing).																
GENERIC SKILLS:																	

All - Assessment Task 3: Group Devised Physical Theatre Performance

GOAL:	The purpose of this task is for you to demonstrate your developing skills in the creation and performance of Physical Theatre.														
PRODUCT:	Creative Performance														
AUTHORSHIP STATEMENT:															
FORMAT:	Submit: Week 12-13. Industry format. Group and Individual Mark. In groups of four to six you will create and present a 15 minute Physical Theatre performance. Your performance must use one or two forms of Physical Theatre studied in the course. You will be marked individually and as a group. Your performance will be created in response to a choice of set stimulus.														
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Presence: energy, focus, grounded and centred physicality.</td></tr><tr><td>2</td><td>Power and expression in vocal work.</td></tr><tr><td>3</td><td>Physical and emotional expressivity.</td></tr><tr><td>4</td><td>Ensemble skills.</td></tr><tr><td>5</td><td>Dramatic Meaning through effective creation and structuring of performance.</td></tr><tr><td>6</td><td>Performance polish including design elements and/or lighting effects.</td></tr></tbody></table>	No.	Learning Outcome assessed	1	Presence: energy, focus, grounded and centred physicality.	2	Power and expression in vocal work.	3	Physical and emotional expressivity.	4	Ensemble skills.	5	Dramatic Meaning through effective creation and structuring of performance.	6	Performance polish including design elements and/or lighting effects.
No.	Learning Outcome assessed														
1	Presence: energy, focus, grounded and centred physicality.														
2	Power and expression in vocal work.														
3	Physical and emotional expressivity.														
4	Ensemble skills.														
5	Dramatic Meaning through effective creation and structuring of performance.														
6	Performance polish including design elements and/or lighting effects.														
GENERIC SKILLS:															

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. 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

Students will need to provide their own costume and props for performances.

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

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. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC 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.

10.6. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au