

DRA206 Acting 2: Contemporary Voice and Text

School: School of Business and Creative Industries

2024 | 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 usc.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

This course will focus on the performance skills needed to realise a contemporary text. You will acquire an understanding of both traditional and contemporary approaches to voice and acting techniques. You will develop your skills in voice, characterisation, devising, research, dramaturgy and textual analysis. You will then reflect on these skills and collaborate to perform a contemporary text.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	12 times

1.3. Course Topics

Throughout the semester, *DRA 206* students will:

- Explore modern acting techniques supporting text based performance (monologue and scene development).
- Further develop their acting skills in characterisation and vocal technique.
- Learn introductory Devised Theatre techniques to build an understanding of individual creative voice.
- Reflect on their own creative approaches toward a text.
- Communicate how dramaturgy and acting theories influence creative choices.
- Investigate and perform contemporary activations of dramatic literature. *Note: Depending on the play selections for the semester, these texts may contain adult themes and coarse language.*

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	Communicate knowledge of contemporary performance theories and reflect on the application of these theories.	Knowledgeable
2	Develop performance skills with proficiency and confidence in contemporary text-based performance.	Empowered
3	Collaborate to create a polished performance of a contemporary text.	Creative and critical thinker
4	Transform a dramatic script into a short performance.	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

DRA200

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

Competent English language skills for oral and written work and foundational skills in role play, acting, characterisation and rehearsal processes.

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 have the opportunity to present a draft of Task 1 for feedback. Throughout Weeks 6-9 you will develop Task 2 during workshops. In Week 12 you will present a dress rehearsal of Task 3 for feedback.

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	Individual	20%	2-3 mins	Week 4	In Class
All	2	Artefact - Creative, and Written Piece	Individual	40%	1500	Week 8	Online Assignment Submission with plagiarism check
All	3	Creative Performance, and Written Piece	Individual	40%	5-8 minutes plus 500 words	Week 13	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Speech

GOAL:	Perform a short monologue to demonstrate your developing vocal skills.												
PRODUCT:	Creative Performance												
FORMAT:	Choose, rehearse and perform a short poem/monologue from the list provided applying physical and vocal techniques.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Communicating performance intention towards target audience</td><td>3</td></tr><tr><td>2</td><td>Demonstrating efficient postural alignment</td><td>2</td></tr><tr><td>3</td><td>Demonstrating connection to breath and resonance</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Communicating performance intention towards target audience	3	2	Demonstrating efficient postural alignment	2	3	Demonstrating connection to breath and resonance	2
No.		Learning Outcome assessed											
1	Communicating performance intention towards target audience	3											
2	Demonstrating efficient postural alignment	2											
3	Demonstrating connection to breath and resonance	2											

All - Assessment Task 2: Devised Monologue and Exegesis

GOAL:	Develop a devised monologue with an exegesis, inspired by a selected reading and practitioner.												
PRODUCT:	Artefact - Creative, and Written Piece												
FORMAT:	Individually develop a devised monologue of approximately 500 words inspired by a selected reading and a practitioner from the Digital Theatre Plus resource list. You will workshop this monologue in class and develop it into a written text. You will also write a short exegesis of 800-1000 words to communicate your chosen theory, inspiration and the theatrical concepts illustrated in your monologue. The monologue and exegesis will be uploaded as a written piece to Canvas in Week 9.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Contextualise chosen practitioner approaches and theory from the selected reading in performance and exegesis</td><td>1</td></tr><tr><td>2</td><td>Effective communication of ideas, themes and concepts through theatrical style</td><td>4</td></tr><tr><td>3</td><td>Clarity of written communication and academic referencing for professional purposes</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Contextualise chosen practitioner approaches and theory from the selected reading in performance and exegesis	1	2	Effective communication of ideas, themes and concepts through theatrical style	4	3	Clarity of written communication and academic referencing for professional purposes	1
No.		Learning Outcome assessed											
1	Contextualise chosen practitioner approaches and theory from the selected reading in performance and exegesis	1											
2	Effective communication of ideas, themes and concepts through theatrical style	4											
3	Clarity of written communication and academic referencing for professional purposes	1											

All - Assessment Task 3: Scene and Annotated Script

GOAL:	Collaborate to interpret and present a contemporary text as a polished performance.															
PRODUCT:	Creative Performance, and Written Piece															
FORMAT:	As a developing theatre practitioner, you will present a well-polished scene as an ensemble member within a small group. This task requires effective collaboration, attention to character development, and performance skills. Students will form groups and select a scene from the list provided. Each group will interpret, rehearse and perform their polished scenes (including props and costume) for the class in Week 13. Individually, you will also submit an annotated script and a short reflection on the process of 500 words. You will be marked individually.															
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Communicate dramatic meaning through an interpretation of a contemporary text</td><td>3</td></tr><tr><td>2</td><td>Demonstrate effective physical energy, presence and connection</td><td>2</td></tr><tr><td>3</td><td>Demonstrate effective postural alignment and connection to breath and resonance</td><td>2</td></tr><tr><td>4</td><td>Demonstrate effective collaboration and clear creative and academic written expression</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Communicate dramatic meaning through an interpretation of a contemporary text	3	2	Demonstrate effective physical energy, presence and connection	2	3	Demonstrate effective postural alignment and connection to breath and resonance	2	4	Demonstrate effective collaboration and clear creative and academic written expression	3
No.		Learning Outcome assessed														
1	Communicate dramatic meaning through an interpretation of a contemporary text	3														
2	Demonstrate effective physical energy, presence and connection	2														
3	Demonstrate effective postural alignment and connection to breath and resonance	2														
4	Demonstrate effective collaboration and clear creative and academic written expression	3														

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

Workshops will require students to wear comfortable clothing that allows for unrestricted movement. In addition, students need to provide their own props and costumes for Assessment Task 3 as well as committing to group rehearsals outside of workshops.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) 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 and supply the required documentation to negotiate an outcome.

10.4. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC 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
- 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>

10.9. 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.

10.10. 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