

# DRA301 Devising Performance

School: School of Business and Creative Industries

2024 | Semester 2

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](http://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

Focusing on devising and collaborative processes, this course builds upon previous studies and provides artistic opportunities to develop a fully-realised original performance. In this capstone course you will utilise the knowledge and skills that you've acquired over the course of your theatre studies including acting, writing, directing, designing, dramaturgy and collaboration. You will participate in a devising process led by a director to produce an original devised work for the theatre in a public facing performance.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Scheduled On-Campus Workshops	4hrs	Week 1	10 times

### 1.3. Course Topics

In DRA301 students will:

- Form a theatre company, including production roles, to devise an original piece of theatre for public performance. *Note: As this is an original performance created in collaboration by the student company it may contain: adult themes, coarse language, drug references, sexual references, references of violence*
- Investigate devising processes, the history of devised performance and it's relevance to contemporary theatre practice
- Examine key theories and fields such as: Dramaturgy, Performance Studies, Gender Performance, Cultural Performance, Playwriting, Directing, Acting, Design

### 1.4. Mature Content

Drug Use, Sex/Sexual references, Violence, Coarse Language, Adult themes

## 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	Creative and critical thinker
2	Apply knowledge of dramatic form, performance making, production process and performance skills with proficiency and confidence	Empowered
3	Collaborate to create an original and polished devised performance for public presentation	Ethical
4	Communicate, justify and reflect on the creative process and effectiveness of the final product	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

DRA 202

### 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

A plan of your Task 1 assessment (oral presentation) will be reviewed by your tutor in week 3. It should include the key components of your presentation. Throughout the semester the course coordinator will provide feedback on the original performance creation as part of Task 2.

### 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	20%	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	35%	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>	<p>Academic format. 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 Canvas.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: PC3 Ethical and cultural understanding</p>													
<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>Evidence of research to demonstrate knowledge</td> <td>1</td> </tr> <tr> <td>2</td> <td>Identify and analyse theme, purpose, personal connection and impact</td> <td>2</td> </tr> <tr> <td>3</td> <td>Effective oral, written and visual communication</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Evidence of research to demonstrate knowledge	1	2	Identify and analyse theme, purpose, personal connection and impact	2	3	Effective oral, written and visual communication	1	
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2	Identify and analyse theme, purpose, personal connection and impact	2												
3	Effective oral, written and visual communication	1												
<b>GENERIC SKILLS:</b>														

### All - Assessment Task 2: Devised Performance

<b>GOAL:</b>	Collaboratively create a devised performance																
<b>PRODUCT:</b>	Creative Performance																
<b>FORMAT:</b>	<p>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.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: PC6 Entrepreneurial and innovative thinking and collaboration</p>																
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies																

### 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>															
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2	Application of ideas throughout creative development	2 4														
3	Ability to identify resources and to make connections between resources that offer nuance and complexity to the developing work	1 4														
4	Effective written communication and reflective documentation of the rehearsal process	4														
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy															

## 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 be expected to be available for autonomous group rehearsals and peer workgroup sessions in addition to your timetabled workshops. Students will be required to attend additional timetabled and non-timetabled sessions throughout semester to support their learning process (production meetings, learning lines, etc.). As production roles are set within the first two weeks of the semester, each student should consider their availability on evenings and weekends as well as normal working hours before committing to their assigned production role. A weekend performance and/or technical rehearsal will be required. Specific performances dates will be announced at the start of semester.

Per higher education practice within theatre and performance programs, DRA301 students will be required to attend all technical rehearsals and performances. This is a common expectation in the theatre industry. There will be evening rehearsals and performances scheduled throughout Study Week and Exam Block Week 1.

## 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:

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. 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)