

MUS102 Performance 1

School: School of Business and Creative Industries

2026 Trimester 1

UniSC Sunshine Coast
UniSC 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, unless your program has specified a mandatory onsite requirement.

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 explore the foundations of live performance focussing on concepts of space, health and wellbeing, 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	12 times
Tutorial/Workshop 1 – In-class tutorial/workshop.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Online learning materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Online tutorial/workshop	2hrs	Week 1	12 times

1.3. Course Topics

University-facing performance, Industry-informed practice, Live performance, Collaboration, Listening, Creative Work, Performance concepts, creative practitioner wellbeing.

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 [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

An opportunity exists in every workshop to produce and perform creative pieces individually and/or in small peer groups for both peer and tutor 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	Artefact - Creative	Individual	25%	1 - 2 minutes.	Week 4	In Class
All	2	Written Piece	Individual	35%	800-1000 words	Week 8	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual and Group	40%	3-5 mins plus 600 word written document	Week 12	In Class

All - Assessment Task 1: Solo performance

GOAL:	The purpose of this assessment is to engage your foundational performance skills.		
PRODUCT:	Artefact - Creative		
AUTHORSHIP STATEMENT:			
FORMAT:	Create and deliver a solo performance relevant to your creative practice that applies skills and performance concepts developed in this course.		
CRITERIA:	No.		Learning Outcome assessed
	1	Developing and communicating a performance vision in a solo context.	4
	2	Applying appropriate listening and embodiment skills in live performance	2
	3	Applying foundation performance skills and concepts	1
GENERIC SKILLS:	Communication, Problem solving, Organisation		

All - Assessment Task 2: Written performance analysis

GOAL:	The purpose of this assessment is to engage your foundational analytical, evaluative and reflective skills in regards to performance.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	In this task you will identify performance concepts relevant to your creative practice that you would like to develop further. You will investigate, analyse and evaluate the industrial application of these performance concepts using examples from practitioners. You will use critical reflection to form a plan for how to develop the performance concepts in your own creative practice.		
CRITERIA:	No.		Learning Outcome assessed
	1	Engaging critically with the analysis of performance concepts	3
	2	Engaging evaluative and reflective skills to connect performance concepts with your own practice	3
	3	Applying appropriate communication skills in a University-facing environment.	1
GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy		

All - Assessment Task 3: Collaborative Performance

GOAL:	The purpose of this assessment is to develop your ability to work as part of a collaborative group to achieve a university-facing performance.												
PRODUCT:	Artefact - Creative, and Written Piece												
AUTHORSHIP STATEMENT:													
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 and the creative practice of your group members. You will develop the performance, including logistical and health and safety aspects, through a series of work-in-progress check-ins with teaching staff. Professionalism and collaboration will be monitored throughout the entire process. You will also submit a written framing statement to detail your groups' collaboration and intentions for the performance.												
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 performance vision (GROUP)</td><td>4</td></tr><tr><td>2</td><td>Collaborating with others to develop a cohesive and professional performance through work-in-progress check-ins with progressive deadlines (INDIVIDUAL)</td><td>5</td></tr><tr><td>3</td><td>Applying relevant foundational performance skills in a group context (INDIVIDUAL)</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Developing and communicating a performance vision (GROUP)	4	2	Collaborating with others to develop a cohesive and professional performance through work-in-progress check-ins with progressive deadlines (INDIVIDUAL)	5	3	Applying relevant foundational performance skills in a group context (INDIVIDUAL)	1
No.		Learning Outcome assessed											
1	Developing and communicating a performance vision (GROUP)	4											
2	Collaborating with others to develop a cohesive and professional performance through work-in-progress check-ins with progressive deadlines (INDIVIDUAL)	5											
3	Applying relevant foundational performance skills in a group context (INDIVIDUAL)	1											
GENERIC SKILLS:	Communication, Collaboration, Problem solving												

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 are expected to make themselves available for autonomous group rehearsals. Students must therefore consider their availability on evenings and weekends as well as normal working hours.

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

Eligibility for Supplementary Assessment

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%; and
- (b) The course is graded using the Standard Grading scale

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 submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

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

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)

