

# MUS102 Performance 1

School: School of Business and Creative Industries

2025 Semester 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.

*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

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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online learning materials	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – In-class tutorial/workshop.	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Online learning materials	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 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.

## 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

#### 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	20%	1 - 2 minutes.	Week 4	In Class
All	2	Written Piece	Individual	40%	800-1000 words	Week 8	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual and Group	40%	4-6 mins plus 600 word written document	Week 13	In Class

**All - Assessment Task 1:** Solo performance

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

**All - Assessment Task 2:** Written performance analysis

<b>GOAL:</b>	The purpose of this assessment is to engage your foundational analytical, evaluative and reflective skills in regards to performance.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	In this task you will select a practitioner/group of practitioners relevant to your creative practice. You will then identify, analyse and evaluate key performance concepts they use. You will then reflect on how these performance concepts could be useful to developing your own creative practice.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Applying appropriate interdisciplinary listening skills to identify performance concepts <b>2</b>
	2	Engaging critically with analysing performance concepts <b>3</b>
	3	Engaging evaluative and reflective skills to connect with your own practice <b>3</b>
	4	Applying appropriate communication skills in a University-facing environment. <b>1</b>
<b>GENERIC SKILLS:</b>	Problem solving, Applying technologies, Information literacy	

### All - Assessment Task 3: Collaborative Performance

<b>GOAL:</b>	The purpose of this assessment is to develop your ability to work as part of a collaborative group to achieve a university-facing performance.													
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece													
<b>FORMAT:</b>	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 also submit a written framing statement to detail your groups' collaboration and intentions for the performance.													
<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>Developing and communicating a performance vision (GROUP)</td><td>4</td></tr><tr><td>2</td><td>Collaborating with others to deliver a cohesive performance (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 deliver a cohesive performance (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 deliver a cohesive performance (INDIVIDUAL)	5												
3	Applying relevant foundational performance skills in a group context (INDIVIDUAL)	1												
<b>GENERIC SKILLS:</b>	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:

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 will 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 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](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)