CART11012 *Dance Origins and Principles*
Term 2 - 2019

Profile information current as at 28/04/2024 11:51 am

All details in this unit profile for CART11012 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will investigate the origins and principles of dance through the lens of diversification within the art form. This includes study of new approaches to developing dance and rethinking historical perspectives in examination of the influences that underpin the continuing contributions to the field. You will also develop your understanding of how music and dance work together exploring concepts including rhythm, time signature, form, style and period. The relationship between movement and composition is explored, and your sensitivity and awareness of music advanced.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2019

- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **In-class Test(s)**
Weighting: 30%
2. **Written Assessment**
Weighting: 70%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Staff reflections

Feedback

Ensure assessment tasks are not doubled up in the core units of the BCA.

Recommendation

Review the assessment items in this unit in the light of assessments required in the core units of the BCA to ensure there is no overlap of content.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain and contextualise significant movements, performers and choreographers in contemporary dance history
2. Analyse and evaluate music from the perspective of a dancer.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

—	N/A Level	○	Introductory Level	○	Intermediate Level	●	Graduate Level	○	Professional Level	○	Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	**2**
1 - In-class Test(s) - 30%		●
2 - Written Assessment - 70%	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	**2**
1 - Communication	●	●
2 - Problem Solving	●	●
3 - Critical Thinking	●	●
4 - Information Literacy	●	●
5 - Team Work		

Graduate Attributes	Learning Outcomes	
	1	**2**
6 - Information Technology Competence		
7 - Cross Cultural Competence		
8 - Ethical practice		
9 - Social Innovation		
10 - Aboriginal and Torres Strait Islander Cultures		

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - In-class Test(s) - 30%	•	•	•	•						
2 - Written Assessment - 70%	•	•	•	•						

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
No textbook required for this unit.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Robert Doran Unit Coordinator
r.doran@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Revisiting dance genre, historical periods and geographical area.	Rethinking Dance History: Issues and Methodologies Introduction to Part 2: Researching and Writing An Argument for Investigation into Collaborative, Choreomusical Relationships within Contemporary Performance - URL	No events or submissions planned for this week.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 - What is included and excluded from the historical narrative?	Rethinking Dance History: Issues and Methodologies Chapter 9: Destablising the Tradition. Choreographer's Tool Box - URL	No events or submissions planned for this week.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 - Deconstructing the binary notion of East and West within the historical narrative.	Rethinking Dance History: Issues and Methodologies Chapter 10: Decolonising Dance History. Basic Tempo Markings - URL	No events or submissions planned for this week.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - Multiplicity and the collective influence that structure historical narratives.	Rethinking Dance History: Issues and Methodologies Chapter 11: Many Sources, Many Voices. How to Structure a Dance - URL Texture: Finding Character and Story in Music - URL	No events or submissions planned for this week.

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Archiving, Preserving and Extending - Examining repertoire and legacy in combination with access.	Rethinking Dance History: Issues and Methodologies Chapter 12: 'Dream no small dreams!": impossible archival imaginaries in dance community archiving in a digital age Choreographers Discussing Music and Dance - URL	No events or submissions planned for this week.

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled for this week.	No readings allocated for this week.	No events or submissions planned for this week.

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Frontier approaches and decentralisation - localising practice and expanding locations of practice.	• Rethinking Dance History: Issues and Methodologies Chapter 13: When Place matters: provincializing the 'global'.	No events or submissions planned for this week.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

	Rethinking Dance History: Issues and Methodologies Chapter 14: Considering causation and conditions of possibility: practitioners and patrons of new dance in progressive-era America.	No events or submissions planned for this week.
Topic 7 - Agency versus Conditions - Political consciousness, social advocacy and community mobilisation.		
	Inside the Score: Adolphe Adams's Giselle - URL	

Week 8 - 09 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 8 - Condensed narratives and the contribution of socio-cultural history to Dance	Rethinking Dance History: Issues and Methodologies Chapter 15: 'Dancin' in the Street': street dancing on film and video from Fred Astaire to Michael Jackson. Music as Dance's Muse: How Music Influenced the Steps of Four American Choreographers - URL	No events or submissions planned for this week.

Week 9 - 16 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 9 - Porousness - allowing the past to speak to us in the present.	Rethinking Dance History: Issues and Methodologies Chapter 16: Judson: Redux and Remix. 5 Artists who bring the muse and dance of West Africa to American campuses - URL	No events or submissions planned for this week.

Week 10 - 23 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 10 - How can we decolonise dance history?	Rethinking Dance History: Issues and Methodologies Chapter 17: Ruth Page, feminine subjectivity, and generic subversion. Brief Discussion on the Significance of Music in Dance Creation - URL 3 Choreographers share how to choose music that enhances the work - URL	No events or submissions planned for this week.

Week 11 - 30 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 11 - Gendering - Non-dyadic versions and stereotypes.	Rethinking Dance History: Issues and Methodologies Chapter 18: Extensions: Alonso King and Ballet's Lines. What makes a good dance score? - URL Here's what teachers need to know to make live music successful for dance class - URL	No events or submissions planned for this week.

Week 12 - 07 Oct 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 12 - Perspectives and interpretations of dance context.	Rethinking Dance History: Issues and Methodologies Chapter 19: Giselle and the Gothic: Contesting the Romantic idealisation or the woman. Copyright for the dance industry - URL	No events or submissions planned for this week.

Review/Exam Week - 14 Oct 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

No classes scheduled for this week.	No readings allocated for this week.	**Assessment One: Music Appreciation Exam.**

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Two: Origins & Principles of Dance Essay
No classes scheduled for this week.	No readings allocated for this week.	**Music Appreciation Exam** Due: Exam Week Monday (21 Oct 2019) 4:00 pm AEST **Origins and Principles of Dance - Essay** Due: Exam Week Friday (25 Oct 2019) 11:50 pm AEST

Term Specific Information

Throughout the duration of this unit students can contact Unit Coordinator Rob Doran on r.doran@cqu.edu.au for any questions or advice they need outside of face to face contact hours within studio.

Assessment Tasks

1 Music Appreciation Exam

Assessment Type
In-class Test(s)

Task Description
Complete a two-hour in class test that will examine the content of readings studied over the term. The test will consist of short answer questions including a listening section.

Assessment Due Date
Exam Week Monday (21 Oct 2019) 4:00 pm AEST
In class exam to be collected by Lecturer at end of exam time.

Return Date to Students

Grades and Feedback to be returned to students within two weeks of the exam.

Weighting
30%

Assessment Criteria

- Knowledge - Demonstrate Music Theory (50%)
- Identification - Effective listening and interpretive skills (25%)
- Proficiency - Ability to apply music for dance (25%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
Exams to be submitted to the Lecturer at completion of the in-class exam.

Learning Outcomes Assessed

- Analyse and evaluate music from the perspective of a dancer.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy

2 Origins and Principles of Dance - Essay

Assessment Type
Written Assessment

Task Description
Task Description
Write and upload to Moodle a 2000 word essay with references.The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.
In your own words, discuss your understanding of the impact that historical, geographical and societal conditions have on dance genres of their time. Within your essay discuss at least one classical (prior to 1900) period or genre of dance, and also discuss an example of a modern genre that has emerged since in a post-colonial period. Use the characteristics of each selected period, and the contrasts between the two, as examples to support your argument.
Format
Provide a clear introduction and conclusion. Include a Reference list on the last page and use in-text referencing as appropriate to the content of the essay to show where you have sourced your information. References can include the textbook for the unit as well as other readings you have used including all books, journal articles (including electronic journal articles from databases), newspaper articles, scores, scripts, music recordings, video recordings and references from electronic sources as appropriate. The referencing style is the APA Style, 6th Edition. The essay should be written in the following format: A4, 4cm margin, 1.5 line spacing, 12 point font, numbered pages, justified paragraph alignment and a standard cover page nominating the Unit Code and Title, Assessment Number, Student Name and Student Number.

Assessment Due Date
Exam Week Friday (25 Oct 2019) 11:50 pm AEST
Essay to be submitted via the Moodle site for this unit.

Return Date to Students

Grades and feedback will be made available to students via the Moodle site for this unit within two weeks after submission

Weighting
70%

Assessment Criteria

- Comprehensive evidence of research and synthesis of ideas. (40%)
- Accuracy of information and clarity of meaning of the subject. (20%)
- Sound structure, logical development and coherent organisation in the writing. (20%)
- Fluent, accurate and grammatically correct language with attention to spelling, word choice, punctuation, sentence structure and economy of words. (10%)
- Consistent and correct referencing of sources and citation. (10%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Essay to be submitted via Moodle site for this unit.

Learning Outcomes Assessed

- Explain and contextualise significant movements, performers and choreographers in contemporary dance history

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem