



CART11012 *Dance Origins and Principles*

Term 2 - 2020

Profile information current as at 05/05/2024 08:55 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 - 2020

- Online
- 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. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **In-class Test(s)**

Weighting: 40%

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 Unit Coordinator

Feedback

Integrating online learning of this unit with in studio discussion and application of ideas worked well in 2019 and should be continued in 2020.

Recommendation

Further encourage and support studio tutors to include more engagement of the theory of this unit with practical studio classes.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - In-class Test(s) - 40%		•
2 - Written Assessment - 30%	•	
3 - Written Assessment - 30%	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Communication	•	•
2 - Problem Solving	•	•
3 - Critical Thinking	•	•
4 - Information Literacy	•	•

Graduate Attributes	Learning Outcomes	
	1	2
5 - Team Work		
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) - 40%	•	•	•	•						
2 - Written Assessment - 30%	•	•	•	•						
3 - Written Assessment - 30%	•	•	•	•						

Textbooks and Resources

Textbooks

There are no required textbooks.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Judith Brown Unit Coordinator
j.brown@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

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 - 20 Jul 2020

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 - 27 Jul 2020

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 - 03 Aug 2020

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 - 10 Aug 2020

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 - 17 Aug 2020

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 - 24 Aug 2020

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. Research essay Due: Week 6 Friday (28 Aug 2020) 11:45 pm AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 7 - Agency versus Conditions - Political consciousness, social advocacy and community mobilisation.	Rethinking Dance History: Issues and Methodologies Chapter 14: Considering causation and conditions of possibility: practitioners and patrons of new dance in progressive-era America. Inside the Score: Adolphe Adams's Giselle - URL	No events or submissions planned for this week.
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Week 8 - 07 Sep 2020

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 - 14 Sep 2020

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 - 21 Sep 2020

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 - 28 Sep 2020

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 - 05 Oct 2020

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. Research essay Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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No classes scheduled for this week.

No readings allocated for this week.

Assessment One: Music Appreciation Exam.

Exam Week - 19 Oct 2020

Module/Topic

Chapter

Events and Submissions/Topic

No classes scheduled for this week.

No readings allocated for this week.

Assessment Two: Origins & Principles of Dance Essay

Music appreciation exam Due:
Exam Week Friday (23 Oct 2020)
11:45 pm AEST

Assessment Tasks

1 Research essay

Assessment Type

Written Assessment

Task Description

Task: Find an example of a classical ballet on YouTube that has been re-imagined for the 21st century. With reference to choreography, costuming, staging and lighting, compare and contrast this example of classical ballet with the origins of the genre and the classical ballet style of the 19th century. You will need to provide a link to the YouTube performance.

Length: 1500 words

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.

Presentation:

- This assignment is to be saved as a Word document and submitted online through the course website.
- Use 12 point Times New Roman font.
- 1.5 spacing throughout
- Sub-headings may be used as appropriate.
- All excerpts from primary sources, including diagrams and pictures should include an in-text reference, and full details included in the Reference List.
- Do not rely solely on web-based sources. On-line research sources obtained from peer reviewed journals or academic databases are acceptable. Any internet sources used must be scholarly and accredited. Citations from Wikipedia, or similar websites are not to be used under any circumstances.

Assessment Due Date

Week 6 Friday (28 Aug 2020) 11:45 pm AEST

Return Date to Students

Week 8 Friday (11 Sept 2020)

Weighting

30%

Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Appropriate use of primary and secondary sources to support the argument (20%)
- Ability to present the argument clearly and logically (25%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Research essay

Assessment Type

Written Assessment

Task Description

Task: Select one of the following contemporary choreographers and discuss their contribution to modern dance in the 20th and 21st centuries. How did they transform dance? What was their underlying philosophy about dance? What made their dance works unique?

- Martha Graham
- Pina Bausch
- Merce Cunningham
- Graeme Murphy
- Twyla Tharp
- Stephen Page
- Hofesh Schector
- Matts Ek
- Ohad Naharin
- Crystal Pite

Length: 1500 words

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.

Presentation:

- This assignment is to be saved as a Word document and submitted online through the course website.
- Use 12 point Times New Roman font.
- 1.5 spacing throughout
- Sub-headings may be used as appropriate.
- All excerpts from primary sources, including diagrams and pictures should include an in-text reference, and full details included in the Reference List.
- Do not rely solely on web-based sources. On-line research sources obtained from peer reviewed journals or academic databases are acceptable. Any internet sources used must be scholarly and accredited. Citations from Wikipedia, or similar websites are not to be used under any circumstances.

Assessment Due Date

Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Return Date to Students

Exam Week Monday (19 Oct 2020)

Weighting

30%

Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Appropriate use of primary and secondary sources to support the argument (20%)
- Ability to present the argument clearly and logically (25%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Music appreciation exam

Assessment Type

In-class Test(s)

Task Description

You will 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 Friday (23 Oct 2020) 11:45 pm AEST

Return Date to Students

Exam Week Friday (23 Oct 2020)

Weighting

40%

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 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

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

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