



# CART12005 Contemporary Dance 3: Performance and the Creative Industries

## Term 1 - 2018

Profile information current as at 19/05/2022 10:48 pm

All details in this unit profile for CART12005 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 consider the place of dance within the broader creative industries. Your dance instruction will continue with your classes in ballet, contemporary dance and conditioning.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: CART11006 Contemporary Dance 2: Ensemble Performance and Stagecraft Design

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 1 - 2018

- Cairns

### 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. **Practical Assessment**

Weighting: 35%

#### 3. **Group Work**

Weighting: 35%

### 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](#).

## Unit Learning Outcomes

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

1. Perform ballet and contemporary dance skills, technique and aesthetics
2. Publicly perform a collaborative dance performance
3. Explain the place of dance within the Australian creative industries.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%			•
2 - Practical Assessment - 35%	•		
3 - Group Work - 35%		•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
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 - Written Assessment - 30%	•	•	•	•						
2 - Practical Assessment - 35%	•	•	•	•			•			

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>3 - Group Work - 35%</b>	•	•	•	•	•					

## Textbooks and Resources

### Textbooks

CART12005

#### Prescribed

#### **Ballet and modern dance**

Edition: Third (2012)

Authors: Susan Au

Thames & Hudson

London , UK

ISBN: 13: 9780500204115

Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

### 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

**Judith Brown** Unit Coordinator

[J.Brown@cqu.edu.au](mailto:J.Brown@cqu.edu.au)

## Schedule

### **Week 1: Body Awareness - Change and Tradition - 05 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Review: Placement and alignment characteristics, movement vocabulary, terminology, and Safe dance; Context, Form and Style</li> <li>• Setting the stage - Contextualising Theatrical practice - Greek Tragedy, Feudal Pageantry and Court Masques - ritual, myth, liturgical</li> </ul>	<p><b><i>Ballet and Modern Dance. Chapter 1: A Most Obedient Servant</i></b>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

### **Week 2: Shape - Renaissance and Courts - 12 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic

- Core stability and posture - Identifying personal style and idiosyncrasies - Body patterning - Critical and creative thinking
- Comédies-ballet, the ballet de cour and Académie Royal de Danse

**Ballet and Modern Dance. Chapter 2: The Rise of Professionalism**

Au, S., Rutter, J. (2012). *Ballet and Modern Dance*. (3rd ed.). London: Thames & Hudson.

**Week 3: Music and Body Accents - Birth of Genre - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Music Theory - Expressive range of the body - Small and Large Gestures</li> <li>• Meaning through movement - Opéra Ballet and Ballet d'action</li> </ul>	<p><b>Ballet and Modern Dance. Chapter 3: The Development of Ballet d'Action</b>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

**Week 4: Space - Romanticism - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Pathways and Planes - Audience relationship</li> <li>• Aesthetics - Illusion, the supernatural and the exotic</li> </ul>	<p><i>Ballet and Modern Dance. Chapter 5: Crystallization and Ferment in Russia</i>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

**Week 5: Articulation - Classicism and Rebellion - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Momentum and Stillness</li> <li>• The Russian legacy - Classical choreographic structure - Innovation</li> </ul>	<p><i>Ballet and Modern Dance. Chapter 5: Crystallization and Ferment in Russia</i>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6: Expression - Experimentation - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Creating meaning with movement and Expressive qualities</li> <li>• Frontier Improvisation and Self-expression</li> </ul>	<p><i>Ballet and Modern Dance. Chapter 6: First Steps toward a new form</i>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

**Week 7: Weight - Avant-garde - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Locomotion and non-locomotion</li> <li>• Vanguards of early Modernism and Contemporary Classic Dance</li> </ul>	<p><i>Ballet and Modern Dance. Chapter 7: Astonish Me</i>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

**Week 8: Intention - Invention - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Choreographers aesthetic and style, mood and tone</li> <li>• Modern Dance Pioneers</li> </ul>	<p><i>Ballet and Modern Dance. Chapter 8: Truly Modern</i>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

**Week 9: Music and Movement Phrasing - Evolution - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Music and body parts sequencing</li> <li>• Diversification - strands of dance - screen culture</li> </ul>	<p><i>Ballet and Modern Dance. Chapter 9: The Decentralization of Ballet</i>            Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i>. (3rd ed.). London: Thames &amp; Hudson.</p>	

## Week 10: Energy - Post-Modernism - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Dynamics - Weight and Force</li><li>• Democratisation - performance art, happenings and the everyday</li></ul>	<i>Ballet and Modern Dance. Chapter 10: The Metamorphosis of Form</i> Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i> . (3rd ed.). London: Thames & Hudson.	

## Week 11: Body actions - Internationalism - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Connection through motion: understanding movement patterns</li><li>• Sector growth, industry development</li></ul>	<i>Ballet and Modern Dance. Chapter 11: A Time for Growth</i> Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i> . (3rd ed.). London: Thames & Hudson.	

## Week 12: Spatial Relationship - Beyond Convention - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Personal and Performance Space, rehearsal procedures</li><li>• Conversion - Interactivity, Interventions and Research</li></ul>	<i>Ballet and Modern Dance. Chapter 12: Moving into the New Millennium</i> Au, S., Rutter, J. (2012). <i>Ballet and Modern Dance</i> . (3rd ed.). London: Thames & Hudson.	

## Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment tasks: 1. Origins and Principles - Written Assessment 2. Progressive - Practical Assessment 3. Group Work - Ballet And Contemporary Dance Performance  <b>Origins and Principles of Ballet and Contemporary Dance</b> Due: Review/Exam Week Monday (4 June 2018) 5:00 pm AEST <b>Progressive Practical Assessment</b> Due: Review/Exam Week Friday (8 June 2018) 5:00 pm AEST <b>Ballet And Contemporary Dance Performance</b> Due: Review/Exam Week Friday (8 June 2018) 5:00 pm AEST

## Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Origins and Principles of Ballet and Contemporary Dance

#### Assessment Type

Written Assessment

#### Task Description

Origins and Principles of Ballet and Contemporary Dance 30%

The development of the *comédies-ballet*, *ballet d'action*, and the *Académie Royal de Danse* were pivotal for the Ballet de cour. Likewise Ballet d'action, Romanticism and Classicism were key movements that led to innovations of Diaghilev's Ballet Russes. Define and discuss the impact of these developments on Western Theatrical Dance. Furthermore the influence of Modernism and Postmodernism on the ideology, content, style and form of contemporary dance is substantial. Cite and discuss three examples of theatrical dance exemplars within the Australian creative industries. Upload a 2000 word essay with references to Moodle.

Format: A4, 4cm margin, 1.5 line spacing, 11 point font, numbered pages, use a standard cover page. You may like to illustrate your tutorial paper with up to six images. Please use low-resolution images to decrease file size. Include a list of references consistent with the APA format at the end of the paper. Please use the APA referencing guide available at: <http://libguides.library.cqu.edu.au/content.php?pid=8771&sid=5469615>

#### **Assessment Due Date**

Review/Exam Week Monday (4 June 2018) 5:00 pm AEST

#### **Return Date to Students**

Exam Week Friday (15 June 2018)

#### **Weighting**

30%

#### **Assessment Criteria**

- Research of Content 40%
- Clarity of meaning of text 20%
- Academic Writing Style 20%
- Editing and grammatical correctness 10%
- Referencing and citation 10%

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explain the place of dance within the Australian creative industries.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 2 Progressive Practical Assessment

#### **Assessment Type**

Practical Assessment

#### **Task Description**

Assessment of improvement in core dance skills through twelve hours each week of body conditioning, ballet, and contemporary dance workshops, and building upon stagecraft skills. The appraisal will factor in the students level of energy, accuracy, commitment, expressive coordination, anatomical alignment, aplomb and assurance. The Progressive practical assessments are weighted at Ballet 17.5% and Contemporary Dance 17.5%, which total 35% of the overall mark.

#### **Assessment Due Date**

Review/Exam Week Friday (8 June 2018) 5:00 pm AEST

#### **Return Date to Students**

Exam Week Friday (15 June 2018)

#### **Weighting**

35%

#### **Assessment Criteria**

- Class activity displays work ethic, standard and progress. (50%)
- Dance Terminology, positions, steps and directions. (20%)
- Combinations of dance technique. (20%)
- Attendance, participation, and safety. (10%)

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Offline

**Learning Outcomes Assessed**

- Perform ballet and contemporary dance skills, technique and aesthetics

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

## 3 Ballet And Contemporary Dance Performance

**Assessment Type**

Group Work

**Task Description**

Learn a tutor-choreographed ballet and tutor-choreographed contemporary dance piece. Perform both disciplines as part of group performance events - each performance worth 17.5% with a combined assessment total of 35%. Write a 500-word reflective analyse of your contribution as a performer post-performance - communication, interpretive skills, audience reception, benefits of performing, improvements for next time, and upload the analysis to Moodle.

**Assessment Due Date**

Review/Exam Week Friday (8 June 2018) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (15 June 2018)

**Weighting**

35%

**Assessment Criteria**

- Performance displays sophistication, musical sensitivity and interpretive skills. (30%)
- Technical skills (40%)
- Stage Presence (20%)
- Written performance analysis (10%)

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Offline

**Learning Outcomes Assessed**

- Publicly perform a collaborative dance performance

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work



## 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