DM110

EXPRESSIVE FORMS I

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name | Expressive Forms I
---|---
Unit Code | DM110
Awards | Bachelor of Education (Middle Years) - Drama minor  
Bachelor of Education (Secondary) - Drama teaching area  
Bachelor of Arts/Bachelor of Education (Secondary) - Drama major/minor  
This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable.
Core/Elective | Elective
Pre/co-requisites | Nil
Mode | Internal
Delivery/Contact hrs |  
Class contact | 33 hours  
Engagement with unit materials | 44 hours  
Assignment preparation | 63 hours  
Total | 140 hours
Unit Rationale | This unit has a strong emphasis on developing a range of practical skills necessary for acting - in particular, skills associated with movement, breathing, and voice. Emphasis will be placed not only on the attainment of skills in these areas, but also on using voice and movement skills effectively, both individually and within a group. Students will be encouraged to see the correct use of the voice not as an end in itself, but as an important tool within the wider context of acting and dramatic performance.  
This unit will consolidate the student's skills in drama, and thus form a basis for further studies and performance in practically oriented units. In addition, it will provide him/her with the knowledge and the practical skills that a teacher of drama needs to convey to students; and it will also continue to develop critical and aesthetic reflection regarding a Christian perspective on creativity.
Learning Outcomes:  
On completion of this unit, students will have provided evidence that they have:
1. Developed knowledge and practical achievement in relation to foundational skills in movement, breathing, and voice.  
2. Developed a basic understanding of human anatomy in relation to breathing and the use of voice.  
3. Appreciated the importance and impact of voice and movement as elements of dramatic performance.  
4. Begun to apply an integrated approach to the use of the body and voice in personal expression.  
5. Worked constructively in a creative group environment.  
6. Developed a foundational understanding of a biblical perspective on creative expression.  
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshop - general orientation workshop and discussion; assessment clarification; individual performance selection distributed</td>
</tr>
<tr>
<td>2</td>
<td>Warm-up - led by lecturer; Lecture - basic vocal production</td>
</tr>
<tr>
<td>3</td>
<td>Warm-up - led by lecturer; Lecture - basic vocal production anatomy; Workshop - breathing and movement</td>
</tr>
<tr>
<td>4</td>
<td>Warm-up - led by lecturer; Workshop - vocal sound, tone, resonance; Work on performance piece</td>
</tr>
<tr>
<td>5</td>
<td>Warm-up - led by various students; Workshop - diction and phrasing; Work on performance piece</td>
</tr>
<tr>
<td>6</td>
<td>Warm-up - led by various students; Presentation of individual performance pieces; Group critique and discussion</td>
</tr>
<tr>
<td>7</td>
<td>Warm-up; Workshop - safe movement practices; Basic human anatomy - warm-ups and stretches leading to physical well-being</td>
</tr>
<tr>
<td>8</td>
<td>Warm-up: Workshop - five elements of movement: Body and Space</td>
</tr>
<tr>
<td>9</td>
<td>Warm-up: Workshop - five elements of movement: Time, Energy, and Relationships</td>
</tr>
<tr>
<td>10</td>
<td>Warm-up: Workshop - Abstraction: Employing the five elements of movement to Abstract, Literal, and Pedestrian Movements</td>
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<tr>
<td>11</td>
<td>Warm-up: Workshop - Development of movement sequence for presentation</td>
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</tbody>
</table>

## Set Text Requirements:


## Recommended Readings:

### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Performance</td>
<td>A short monologue, poem, or piece of prose is to be presented to the class. This presentation is to display correct use of preparation, breathing and voice, and show an understanding and application of skills learned during the preceding workshops.</td>
<td>1-2, 4</td>
<td>Week 6</td>
<td>20%</td>
</tr>
<tr>
<td>Group Performance (5-10 minutes)</td>
<td>During Weeks 7-12, student teams will be formed. Each team will be required to shape a collage drama that reflects a Christian perspective and that is to be shared at the twenty-fifth anniversary of the founding of CHC. The presentation is to demonstrate a strong degree of creativity and group teamwork, as well as a focused and controlled use of the body and voice.</td>
<td>1-2, 4-5</td>
<td>Week 16</td>
<td>20%</td>
</tr>
<tr>
<td>Cumulative Journal and Reflective Essay (1000 words)</td>
<td>Students are required to keep a journal which records the areas covered in each workshop. The journal must be accompanied by a reflective essay which describes the student’s personal journey in relation to this unit and, in particular, his/her feelings and views as a committed Christian.</td>
<td>3-4, 6,</td>
<td>Week 11</td>
<td>20% Journal 40% Essay</td>
</tr>
</tbody>
</table>

### Unit Overview:

This unit emphasises the development of a range of foundational skills such as movement, breathing, and voice that are necessary for the actor. It makes the student aware of the anatomy involved in breathing and in the production and use of the voice, as well as of the impact that voice and movement can have on dramatic performance - knowledge that they can communicate to their students in secondary schools. In addition, it encourages students to adopt a biblical perspective as both integrated physical human beings and as members of a team.