



CHRISTIAN HERITAGE COLLEGE

DM220

ADVANCED DRAMATIC PERFORMANCE

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 code	DM220
Unit name	Advanced Dramatic Performance
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Intermediate
Core/elective	Elective
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on-site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisite:</i> 20 credit points of 100-level Drama/Arts units <i>including</i> DM120 Introduction to Dramatic Performance
Rationale	To be able to implement dramatic skills well and lead others in the dramatic arts, students need to be able to advance their dramatic performance skills. Students will build on the foundational dramatic performance skills developed in <i>DM120 Introduction to Dramatic Performance</i> through engagement with more advanced performance skills. This unit students will apply advanced dramatic skills to a challenging range of genres and contexts. Students will engage with deep levels of critical reflection and interpretation in order to create presentations with more complex levels of meaning. They will be encouraged to reflect on the use of a variety of dramatic elements, conventions, genres and contexts to express a Christian worldview and to highlight the spiritual dimension of human experience as expressed through drama.
Prescribed text(s)	A play – to be advised. Selected readings will be available via the Moodle™ site for this unit
Recommended readings	Books Bell, C. (2009). <i>Ritual: perspectives and dimensions</i> . (rev. ed.). Oxford, UK: Oxford University Press. Carver, R.K. (2013). <i>Stagecraft Fundamentals: A Guide and Reference for Theatrical Production</i> . (2nd ed.). Burlington, MA: Focal Press.

	<p>Loui, A. (2009). <i>The physical actor: exercises for action and awareness</i>. Oxford, UK: Routledge.</p> <p>Lugering, M. (2013). <i>The expressive actor: integrated voice, movement and acting</i>. (2nd ed.). Oxford, UK: Routledge.</p> <p>Lust, A. (2012). <i>Bringing the body to the stage and screen: expressive movement for performers</i>. Plymouth, UK: Scarecrow Press.</p> <p>Miller, B.J. (2012). <i>The actor as storyteller: an introduction to acting</i>. (2nd ed.). Milwaukee, WI: Limelight Editions.</p> <p>Pelias, R.J. & Shaffer, T.S. (2007). <i>Performance studies: the interpretation of aesthetic texts</i>. (2nd ed.). Dubuque, IA: Kendall Hunt.</p> <p>Schechner, R. (2013). <i>Performance studies: an introduction</i>. (3rd ed.). Oxford, UK: Routledge.</p> <p>Shelley, S.L. (2014). <i>A practical guide for stage lighting</i>. (3rd ed.). Burlington, MA: Focal Press.</p> <p>Snow, J. (2012). <i>Movement training for actors</i>. London, UK: Methuen Drama.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Keys to interpreting text 2. Advanced vocal anatomy 3. Physical theatre 4. Choreographic and movement structuring devices 5. Application of relevant dramatic elements and conventions in the creation of group performance 6. Viewing, analysing and constructing Christian drama; the potential of Christian drama
Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. developed knowledge and advanced skills in the area of voice and movement; 2. understood the power and importance of dramatic elements, conventions and genres for meaning in a range of contexts; 3. analysed critically specific texts from a range of complex genres and developed appropriate forms of expression; 4. applied knowledge and understanding of combined voice and movement skills to create effective interpretative expressions in challenging dramatic context; 5. worked constructively in a creative group environment; 6. reflected critically on the construction of meaning, and on the relationship between meaning and creative expression, within a biblical framework; and 7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Dramatic Monologue Performance</p> <p>Word Length/Duration: 5-7 minutes</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-4, 7</p> <p>Assessed: Week 7</p>

	<p>Task 2: Group Performance</p> <p>Word Length/Duration: 15-20 minutes</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-5, 7</p> <p>Assessed: Week 14</p> <p>Task 3: Reflective Essay</p> <p>Word Length/Duration: 1500 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 2, 4, 6-7</p> <p>Assessed: Week 16</p>
<p>Unit summary</p>	<p>Students will build on their foundational skills as they engage with probing questions and challenging tasks over a greater range of genres and contexts. In its emphasis on using a variety of dramatic elements, conventions, genres and contexts to express a Christian worldview, it encourages students to reflect on how this might be achieved effectively and authentically.</p>

SAMPLE