

## MUSI20154 Creative Collaboration

<b>Credit Points:</b>	12.50
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2012.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours including private study
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Contact:</b>	Faculty of the VCA and Music Student Centre Email: <a href="mailto:vcam-info@unimelb.edu.au">vcam-info@unimelb.edu.au</a> Tel: +61 3 9685 9419 Fax: +61 3 9685 9358 Web: <a href="http://www.vcam.unimelb.edu.au">www.vcam.unimelb.edu.au</a>
<b>Subject Overview:</b>	Students work in a creative development format with professional artists-in-residence. Students will participate in short term intensive workshop periods with limited performance outcome (e.g. in-house moved reading) that may range from new musical theatre works, to physical theatre, to avant-garde form, to children's theatre. The primary skill development is in the possible use of improvisation, cold and/or sight-reading and adaptiveness to new forms and input in service of the writer/composer/choreographer. Whilst students will have an experience of active participation as collaborator/performers, at other times they will be required to become a 'working audience', acquiring skills in giving constructive feedback and critical response to work in which they have not been primarily engaged.
<b>Objectives:</b>	Upon completion of this subject, students should be able to: <ul style="list-style-type: none"> <li>• Understand the role of the actor in a creative development process</li> <li>• Understand the nature of work in progress and development from the perspective of other creatives (writers, composers, directors, choreographers, animateurs etc)</li> <li>• Understand dramatic structure through examination of such elements as character journey or arcs, scene structure and dynamics, relationship of dialogue to song/music, dance/movement, writing style, rhythm and the interplay of plot, theme, character, given circumstances, atmosphere, space, dramatic objective etc.</li> <li>• Utilise skills such as improvisation, sight-reading and cold reading to facilitate creative development processes</li> <li>• Understand the role of a 'working audience' in a creative development process and make constructive contributions in such a role</li> </ul>
<b>Assessment:</b>	Continuous: based on participation, interaction and contribution to the development process, including critical analysis forums (50%) Formal: contribution as performer and/or ensemble member in the Showing (20%), a research task on the collaborative process (1,000 words) to be submitted at the end of first semester and a reflective journal (1,000 words) on the development process to be submitted at the end of second semester (30%)
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.

<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>Upon completion of this subject students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an appropriate level of skill in the three major skill areas of singing, acting and dance, both individually and in combination.</li> <li>• Practise their craft with autonomy, confidence, self-awareness and self-motivation.</li> <li>• Synthesise the knowledge and skills necessary to adapt to the various requirements of genre and style in diverse range of Music Theatre practice.</li> <li>• Transfer their skills to allied areas of performance, whether in theatre, cabaret, new work, concert performance, film and television or commercial dance.</li> <li>• Demonstrate a high level of professional conduct and incorporate respect, responsibility and support for collaboration as part of their professional practice.</li> <li>• Employ skills that facilitate contribution to the creation and performance of new work, whether as collaborators or sole practitioners</li> <li>• Practice a spirit of enquiry and critical evaluation of new forms and the development of Music Theatre and the allied art forms.</li> <li>• Demonstrate a sense of enquiry about the responsibility of artists to reflect, respond and contribute to cultural and social debate.</li> <li>• Collaborate with the wider educational and artistic community.</li> </ul>