

# EASTERN ARIZONA COLLEGE

## Acting I

Course Design

2017-2018

### Course Information

<b>Division</b>	Fine Arts
<b>Course Number</b>	THC 110
<b>Title</b>	Acting I
<b>Credits</b>	3
<b>Developed by</b>	Steven Higginbotham
<b>Lecture/Lab Ratio</b>	3 Lecture/0 Lab

### Transfer Status

ASU	NAU	UA
THF 102	TH 125; Aesthetic & Humanistic Inquiry [AHI]	TAR 149

<b>Activity Course</b>	No
<b>CIP Code</b>	50.0500
<b>Assessment Mode</b>	Portfolio
<b>Semester Taught</b>	Fall
<b>GE Category</b>	None
<b>Separate Lab</b>	No
<b>Awareness Course</b>	No
<b>Intensive Writing Course</b>	No

### Prerequisites

None

### Educational Value

#### A. To General Education

As an introductory course in theatrical performance, *Acting I* asks students to work effectively in an ensemble, especially by actively participating in partnering and group structures which develop trust, communication, and teamwork through focus on relaxation, concentration, observation, physicalization, and vocalization. These learning objectives are universal and extend across disciplines, especially in their practical focus on engaging critical and creative thinking.

#### B. To Major/Program

For the beginning theatre major, *Acting I* serves as an introduction to the Stanislavsky method of performance training, including lessons in establishing the given circumstances in a dramatic scene and breaking it down into a series of manageable units of action for exploration and performance. By mastering these tasks, students will be better prepared to conduct a basic analysis of a play and synthesize effective rehearsal processes which move towards performance within the genre of American realism. For all theatre artists, these are requisite skills for work in our profession.

### C. Other

In addition to this course's general education and associated program goals, *Acting I* fosters an increased appreciation for participation in theatre as both a performer and a spectator. Whether this future participation may be in professional theatre or may include performance as a leisure activity, students of this course will demonstrate an increased capacity for recognition of scene work that is visually, sensually, and intellectually interesting.

### **Description**

Investigation and practice of the fundamentals in the acting process. Coursework will include physical and mental preparation for the actor, ensemble building, improvisation, mastery of specific theatre terminology, and beginning work with scenes and monologues.

### **Supplies**

Proper shoes and rehearsal attire is expected of all students.

### **Competencies and Performance Standards**

#### **1. Demonstrate the ability to work collaboratively in a cohesive, performance-based ensemble.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. Build and integrate personal strategies for working effectively with others.
- b. Demonstrate an increased capacity for interpersonal communication.
- c. Diagnose challenges which face the ensemble and employ creativity to solve them.
- d. Foster a spirit of camaraderie in moving forward towards a successful final project or performance.

##### **Performance Standards**

*Competence will be demonstrated:*

- o in classroom activities
- o in ensemble-based performance projects
- o in associated rehearsals and performances

*Performance will be satisfactory when:*

- o the learner regularly demonstrates a commitment to attending all class meetings on time and prepared to invest in planned group activities
- o the learner illustrates a willingness to listen to the ideas of others and respond appropriately in classroom activities
- o the learner contributes to the forward progression and evolution of each performance project
- o the learner successfully completes all ensemble-based and partnered performance projects

#### **2. Demonstrate comprehension and mastery of specific vocabulary required for the beginning actor.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define vocabulary and terminology used in the craft of acting.
- b. Recall stage directions and different possible configurations of the theatre space.

- c. Recognize terms for different parts of a theatre and common scenic elements used in it.

**Performance Standards**

*Competence will be demonstrated:*

- o in group discussions, rehearsals, and performances
- o in tests and examinations
- o in written assignments

*Performance will be satisfactory when:*

- o the learner can identify and explain the general concepts in acting, including beats, objectives, obstacles, and tactics
- o the learner can label stage directions and utilize them in recording blocking
- o the learner can recognize different stage arrangements (which place the audience and the actor in various configurations), including proscenium, alley, thrust, arena, and blackbox stagings
- o the learner can recall different terms for parts of the theatre and common scenic elements used in it (including apron, wings, orchestra, fly space, legs, teasers, batons, electrics, cyclorama, flats, and more)
- o the learner integrates targeted terms into the discussion and analysis of observed performances

**3. Execute appropriate exercises to prepare for the physical and vocal demands of acting.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Demonstrate proper techniques for physical and vocal warm-ups.
- b. Prepare the body and the voice for rehearsal and performance.
- c. Perform stretching activities which increase flexibility and strength in the body.
- d. Perform basic vocal exercises which promote vocal variety, breath support, projection, and articulation.

**Performance Standards**

*Competence will be demonstrated:*

- o in preliminary classroom activities
- o prior to engaging in acting exercises, rehearsals, and performances

*Performance will be satisfactory when:*

- o the learner demonstrates proper posture and alignment of the body
- o the learner demonstrates increased range of movement which is applied in improvisational structures and classroom activities based in physical exploration
- o the learner utilizes an increased capacity for clear, supported, and articulate speech in the performance of scenes and monologues
- o the learner makes a regular habit of warming up the body and voice before participating in theatrical activities, including rehearsals and performance

**4. Workshop and perform improvised and authored scenes (and contrasting monologues) in front of a peer audience.**

*What you will learn as you master the competency:*

- a. Develop increased understanding of the concepts of concentration, observation, memory of emotion, dramatic action, characterization, and rhythm, and utilize these notions as inspirations for preliminary scene work.
- b. Comprehend the fundamental principles of Stanislavsky's method of actor training, including beats, objectives, obstacles, and tactics.
- c. Apply Stanislavsky's teachings to the effective rehearsal and performance of authored scenes and monologues.
- d. Demonstrate the ability to establish given circumstances in improvised, open scenes.
- e. Develop an effective personal method of line memorization.
- f. Perform with increased skill, craftsmanship, believability, and ease in front of a peer audience.

**Performance Standards**

*Competence will be demonstrated:*

- o in comprehension and group discussions of assigned readings
- o in written assignments intended to prepare the actor for rehearsal
- o in participation in classroom activities and projects
- o in workshop and final performances in front of the class

*Performance will be satisfactory when:*

- o the learner actively investigates the concepts of concentration, observation, memory of emotion, dramatic action, characterization, and rhythm by fully immersing himself/herself in associated classroom activities and dramatic structures
- o the learner demonstrates the ability to break down an assigned scene into a series of beats, objectives, and tactics in a written format and activate these ideas in performance
- o the learner clearly communicates the given circumstances of a scene (the individual characters, their relationships, their associated objectives, and the setting) to the audience in performance
- o the learner has developed and showcased the ability to memorize scripted lines and deliver them effectively in performance
- o the learner demonstrates increased skill in performing realistic and believable characters with ease, sensitivity, and artistry in front of an audience

**5. Analyze and diagnostically critique the acting performances in classroom scenes and an observed theatrical production.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Observe theatrical performances with increased awareness of how they are most effective and ways they can be improved.
- b. Activate and apply comprehension of Stanislavsky's basic concepts to the development and study of well-crafted monologues and scenes.
- c. Provide positive and constructive feedback to peers for further development of their scenes and monologues.
- d. Reflect on the actor's own work to promote ownership of successes and increased confidence in moving towards personal improvement.

- e. Diagnose the overall merits of a theatrical production, especially in the evaluation of its acting performances.

**Performance Standards**

*Competence will be demonstrated:*

- o in written assignments, including reflective papers and diagnostic critiques
- o in classroom discussions and oral responses to observed performances by peers

*Performance will be satisfactory when:*

- o the learner demonstrates the ability to rationalize personal opinions of observed performances by grounding them in Stanislavsky's theories of effective acting practices
- o the learner supports all opinions with logic, attention to detail, the use of specific examples, and positive, constructive wording
- o the learner commits to reflective learning and the process of objectively evaluating one's own work through a series of written journaling assignments

**Types of Instruction**

Direct Instruction

Active/Discovery Learning (especially in supervised rehearsals and classroom activities)

Independent Study

Performance of Skills

Group Discussion

Individual Reflection/Self-Evaluation

**Grading Information**

**Grading Rationale**

45% of the student's grade will be based upon successful completion of performance projects

35% of the student's grade will be based upon written assignments, reflective papers, and diagnostic critique(s) of observed performance(s)

10% of the student's grade will be comprised of tests and exams

10% of the student's grade will be based upon attendance records and associated classroom participation

**Grading Scale**

A 100-90%

B 89-80%

C 79-70%

D 69-60%

F 59% and below