

# Theatre Workshop II

## Course Design

2000-2001

### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Fine Arts
<b>Course Number:</b>	THC121
<b>Title:</b>	Theatre Workshop II
<b>Credits:</b>	2
<b>Developed by:</b>	Crae Wilson
<b>Lecture/Lab Ratio:</b>	Four (4) lab hours
<b>Transfer Status:</b>	ASU-E, NAU-TH113*, UofA-DEC(TAR)
<b>Extended Registration</b>	
<b>Class:</b>	Yes
<b>CIP Code:</b>	50.0502
<b>Assessment Mode:</b>	Portfolio
<b>Semester Taught:</b>	Every Fall and Spring Semester
<b>Gen. Ed. Area:</b>	None
<b>Separate Lab:</b>	No
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	
A. To General Education This class provides the student with an opportunity to be exposed to a non-rigid area of learning.	
B. To Major/Program This should be an exploration for the student in an area that may provide him/her with occupational possibilities.	
<b>Description:</b>	Continuation of THC 120.
<b>Textbooks:</b>	
<b>Supplies:</b>	None

## Competencies and Performance Standards

<b>1. Contribute to the construction of the set.</b>			
<i>Domain-- Affective</i>	<i>Level-- Respond</i>	<i>Importance-- Important</i>	<i>Difficulty-- Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner demonstrates an understanding of basic carpentry</li> <li>• learner demonstrates an understanding of proportions, color and texture</li> <li>• learner masters the use of the scene shop tools</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in the learner's performance in the scene shop</li> <li>• in the final product as it appears on stage, as well as by its durability and practicality</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Demonstrate an understanding of basic carpentry.</li> <li>Demonstrate an understanding of proportions, color and texture.</li> <li>Master the use of the scene shop tools.</li> </ol>	
<b>2. Perform a part in the play (if desired).</b>			
<i>Domain-- Affective</i>	<i>Level-- Internalizing</i>	<i>Importance-- Important</i>	<i>Difficulty-- Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner transmits an idea believably to an audience</li> <li>• learner demonstrates an effective method of memorization</li> <li>• learner demonstrates in performance the use of proper stage technique</li> <li>• learner demonstrates in performance ease and grace in movement</li> <li>• learner demonstrates in performance the effective use of timing, rhythm, tempo and pace</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in rehearsals for the production</li> <li>• in performances of the production</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Transmit an idea believably to an audience.</li> <li>Demonstrates an effective method of memorization.</li> <li>Demonstrates in performance the use of proper stage technique.</li> <li>Demonstrates in performance ease and grace in movement.</li> <li>Demonstrates in performance the effective use of timing, rhythm, tempo and pace.</li> </ol>	
<b>3. Assist with makeup, lighting, costumes, or stage management.</b>			
<i>Domain-- Affective</i>	<i>Level-- Responding</i>	<i>Importance-- Important</i>	<i>Difficulty-- Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner accepts responsibilities assigned by the supervisor</li> <li>• learner demonstrates an increased understanding of the chosen field</li> <li>• learner works in harmony with the other elements of the play to present a unified production</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• while working in the scene shop, costume shop, and theatre</li> <li>• in the final product presented for performance</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Accept responsibilities assigned by the supervisor.</li> <li>Demonstrate an increased understanding of the chosen field.</li> <li>Work in harmony with the other elements of the play to present a unified production.</li> </ol>	

## Types of Instruction

On-the-job Experience

## Grading Policy

**Evaluation Methods:** 45% Attendance  
45% Technical contribution  
10% Final exam

**Grading Scale:**

<b>Grade</b>	<b>Requirement</b>
<b>A</b>	100-90%
<b>B</b>	89-80%
<b>C</b>	79-70%
<b>D</b>	69-60%
<b>F</b>	59% and below

## Learning Plans

### Learning Plan 1-- The Set

**Overview:** The set is an enormously important element of any production. Besides learning practical, hands-on skills, students will also learn to explore their creativity and find expression through detailed, well thought-out set pieces.

**Competency:** 1. **Contribute to the construction of the set.**

**Learning Activities:**

- \_\_\_\_\_ 1. Report to the scene shop and accept duties assigned by the supervisor.
- \_\_\_\_\_ 2. Master the use of all the scene shop tools.
- \_\_\_\_\_ 3. Efficiently apply paint to various surfaces to produce the desired effect.
- \_\_\_\_\_ 4. Assist in the movement of set pieces and other procedures that may be necessary.

**Performance Assessment Activities:** \_\_\_\_\_ 1. Present the final product for performance.

### Learning Plan 2-- The Performance

**Overview:** Performing in a play is the most valuable experience a theatre student can gain. Likewise, it is a valuable experience for any student. The skills a student acquires while working with other people to make the production come together will prove to be useful in almost any situation.

**Competency:** 2. **Perform a part in the play (if desired).**

**Learning Activities:**

- \_\_\_\_\_ 1. Audition for the play.
- \_\_\_\_\_ 2. Attend rehearsals in a consistent and punctual manner.
- \_\_\_\_\_ 3. Work with the director and fellow actors to produce the best performance possible.

**Performance Assessment Activities:** \_\_\_\_\_ 1. Always give 100% in rehearsals.  
 \_\_\_\_\_ 2. Give 100%+ in performances.  
 \_\_\_\_\_ 3. For two credits the student will work a total of 60 hours.

**Learning Plan 3-- Production Elements**

**Overview:** Makeup, lighting, costumes and stage management are all vital elements of any production. Students will gain valuable hands-on experience in their chosen fields and may be offered opportunities for promotion and development.

**Competency:** 3. **Assist with makeup, lighting, costumes, or stage management.**

**Learning Activities:**

- \_\_\_\_\_1. Report to the supervisor for assignment of responsibilities.
- \_\_\_\_\_2. Carry out responsibilities in a professional manner.
- \_\_\_\_\_3. Work with the other elements of the play to present a unified production.

**Performance****Assessment Activities:**

- \_\_\_\_\_1. Present the final product for performance.