

# Repertory Acting Company III

## Course Design

2000-2001

### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Fine Arts
<b>Course Number:</b>	THC260
<b>Title:</b>	Repertory Acting Company III
<b>Credits:</b>	1
<b>Developed by:</b>	Crae Wilson
<b>Lecture/Lab Ratio:</b>	One (1) lecture / two (2) lab hours
<b>Transfer Status:</b>	Not Transferrable
<b>Extended Registration</b>	
<b>Class:</b>	Yes
<b>CIP Code:</b>	50.0503
<b>Assessment Mode:</b>	Portfolio
<b>Semester Taught:</b>	Offered Every Fall 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

**Educational Value:**

A. To General Education

The class will help to overcome problems encountered through:

1. Application of Theory
2. Demonstrations of imagination, creativity, and self-discipline.
3. Will increase ability to communicate with other actors in a play situation
4. The self-confidence gained through disciplined study will follow the actor through any of life's situations.
5. This class will help the student see what quality can be attained by hard work and perseverance.

B. To Major/Program

1. For the serious actor, professional experience such as a repertory company offers the student advanced opportunities before he is thrown into a totally professional situation.
2. Repertory Theatre offers the drama student the opportunity to master many disciplines: confidence, memorization, logic, theory applications and many others to make a well-rounded individual.
3. Desire alone is not enough to become a professional actor. In order to find out if the student is headed in the right direction, an experience such as this class is a necessity.
4. Love for the theatre is the number one requirement for an actor. This class helps nurture this concept.

**Description:**

Continuation of THC 161.

**Textbooks:**

**Supplies:**

None

## Competencies and Performance Standards

<b>1. Perform different parts in various plays.</b>			
<i>Domain-- Affective</i>	<i>Level-- Internalizing</i>	<i>Importance-- Essential</i>	<i>Difficulty-- High</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <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>	<p><b>Conditions--</b> Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• in rehearsals for the production</li> <li>• in performances of the production</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Transmit an idea believably to an audience.</li> <li>Demonstrate an effective method of memorization.</li> <li>Demonstrate in performance the use of proper stage technique.</li> <li>Demonstrate in performance ease and grace in movement.</li> <li>Demonstrate in performance the effective use of timing, rhythm, tempo and pace.</li> </ol>	
<b>2. Develop multiple characters.</b>			
<i>Domain-- Cognitive</i>	<i>Level-- Application</i>	<i>Importance-- Essential</i>	<i>Difficulty-- High</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner differentiates between characters through body language</li> <li>• learner differentiates between characters through voice</li> <li>• learner differentiates between characters through all the other acting techniques</li> </ul>	<p><b>Conditions--</b> Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• in rehearsals for the productions</li> <li>• in performances of the productions</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Differentiate between characters through body language.</li> <li>Differentiate between characters through voice.</li> <li>Differentiate between characters through all the other acting techniques.</li> </ol>	
<b>3. Master the art of improvisation.</b>			
<i>Domain-- Psychomotor</i>	<i>Level-- Practice</i>	<i>Importance-- Essential</i>	<i>Difficulty-- High</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner transmits a concept believably to an audience and to fellow actors</li> <li>• learner improvises quickly and logically in a constantly changing stage environment</li> <li>• learner pantomimes for effective visualization of props, set pieces, environmental conditions, etc.</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>	<p><b>Conditions--</b> Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• in improvisational activities and exercises guided by the instructor</li> <li>• in rehearsals and performances of various productions</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Transmit a concept believably to an audience and to fellow actors.</li> <li>Improvise quickly and logically in a constantly changing stage environment.</li> <li>Pantomime for effective visualization of props, set pieces, environmental conditions, etc.</li> <li>Demonstrate in performance ease and grace in movement.</li> <li>Demonstrate in performance the effective use of timing, rhythm, tempo and pace.</li> </ol>	

## Types of Instruction

On-the-job Experience

## Grading Policy

**Evaluation Methods:** 90% of grade will be based upon actor's attitude, punctuality, performance and contribution to the success of the play.

**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 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:** 1. **Perform different parts in various plays.**

**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.

### Learning Plan 2-- The Character

**Overview:** Developing a believable character is obviously a vital skill for any actor. Deep character analysis equips the student with many valuable skills. When students learn to put themselves in someone else's shoes, they learn many skills that will help them in many of life's situations.

**Competency:** 2. **Develop multiple characters.**

**Learning Activities:**

- \_\_\_\_\_1. Read the script several times, considering all possible impacts the plot has on the character, and vice versa.
- \_\_\_\_\_2. Consistently attend rehearsals.
- \_\_\_\_\_3. Participate in character development activities and exercises.

**Performance Assessment Activities:**

- \_\_\_\_\_1. Always give 100% in rehearsals.
- \_\_\_\_\_2. Give 100%+ in performances.

### Learning Plan 3-- The Improv

**Overview:** Improvisations are an everyday occurrences in the theatre. In exercises guided by the instructor, the learners will gain valuable experience responding to and experimenting with unexpected situations on stage. These quick-thinking skills can be utilized in many of life's situations.

**Competency:** 3. **Master the art of improvisation.**

**Learning Activities:**

\_\_\_\_\_1. Accept the character and setting assigned, keeping in mind the characters assigned to others.

**Performance  
Assessment Activities:**

\_\_\_\_\_1. Actively participate in the improvisation, incorporating the direction and suggestions of the instructor into your individual and group performance.

\_\_\_\_\_2. Take part in the discussion/adjudication of the improvisation afterwards.