

I. Course Description:

This course will introduce the elements involved in Theatre. CICE Students will examine the history of theatre, theatre production, script analysis and acting skills, improvisation, scene and character study and the basic principles of acting. CICE Students will be involved in a variety of creative projects to gain an understanding of theatre and basic skills involved in acting.

II. Learning Outcomes and Elements of Performance:

Upon successful completion of this course, the CICE students will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Explain types of drama and theatre throughout history to present day

Potential Elements of Performance

- Define of the function of theatre in ancient Greece
- Describe the Theatre of Rome
- Describe How Medieval Theatre was part of its culture
- Dramatize Shakespearean theatre in Elizabethan England
- Locate “social problem” dramas today

2. Explain the function that drama and theatre serves in diverse communities and cultures

Potential Elements of Performance

- Understand how drama and theatre provide entertainment
- Describe how drama and theatre highlight or interpret religious or ethnic beliefs
- Define how drama and theatre celebrate or commemorate key traditions or historical events of a culture or country
- Identify the dramatization work of buskers
- Describe ways in which drama can influence the broader community
- List drama and theatre opportunities within the community
- Discuss and appraise – take out the value of drama and theatre within the community
- Compare the various functions of drama and theatre within the community throughout history to present day
- Develop a basic understanding of the meaning and relationship between the dramatic arts, the individual and society

3. Develop appropriate terminology to refer to the forms, elements, conventions, and techniques of drama and theatre

Potential Elements of Performance

- Employ and practice the use of vocabulary such as chorus, protagonist, supporting role, act, scene, climax, resolution, improvisation, tableaux, scene work, in role etc.
- Apply and practice appropriate terminology in theatrical contexts and critiques.

4. Utilize a variety of methods to create and develop character

Potential Elements of Performance

- Generate and construct ideas for character development from a variety of print and non-print sources
- Practice guided imagery to visualize settings and relationships
- Apply hot-seating or voices in the head to build a rounded picture of a character
- Demonstrate writing in role to extend character development
- Define of the function of theatre in ancient Greece

5. Analyze and apply a variety of theories and methods to generate dramatic performances

Potential Elements of Performance

- Describe and illustrate – take out the six parts of a play as outlined by Aristotle in The Poetics, i.e. plot, theme, character, diction/ language /dialogue, music/rhythm in speech and spectacle.
- Describe the interrelationships among the six parts
- Describe different kinds of plot
- Explain and employ – take out Gustav Freytag's analysis of plot. i.e. exposition, rising action, climax, falling action and resolution
- Organize and assign tasks and responsibilities involved in producing drama works
- Practice brainstorming in a group to generate ideas for performance
- Utilize warm-up techniques
- Demonstrate a range of techniques and acting approaches to refine performance during rehearsal

6. Assess and provide a critical analysis of performance

Potential Elements of Performance

- Create and – take out Utilize a peer-assessment tool to critique drama performance
- Describe the strengths and areas for improvement in mainstream

- theatre and peer performance
- Practice applying appropriate terminology and analysis techniques in performance assessment

III. Topics:

1. Theatre History
2. Improvisation
3. Shakespeare
4. Character Development
5. Theatre Production
6. Dramatic Performance

IV. Required Resources/Text/Materials

There is no text required for the course. The professor will provide CICE students with any handouts required.

The students will be required to attend at least one community theatre production. The one that will be recommended by the professor will have a total cost of \$7.

V. Evaluation Process/Grading System:

<u>Assignment/Exam</u>	<u>Weight(%)</u>
Shakespeare Duets	15% Monologue 15%
Group Performance	20% Theatre History
Presentation/Handout	10% Final Written
Assignment	15% Performance
Critiques	5% (x2)
Attendance	15% (1% per missed day. Including any off campus classes)

For the **Shakespeare Duet** the professor will provide a selection of scenes from which the CICE students can choose. Further details about the performance criteria will be provided in class.

For the **Monologue Performance** the professor will have a selection of scenes available but will also be open to a student selection. The focus of

this performance will be based on specific elements of character as will be discussed in class. Further details about the performance criteria will be provided in class.

For the **Group Performance** the students will choose their own full scenes for presentation, however, pre-approval by the professor will be required. The focus for assessment of this performance will be based on specific elements of theatre production as will be discussed in class. Further details about the performance criteria will be provided in class

For the **Theatre History Presentation/Handout** Students will be assigned a certain period of significance in Theatre History and will asked to give a brief summery presentation of that period within an assigned group. Along with the general information, the presentation's main focus should be on the relevance of theatre within the community. Along with the presentation each group will be required to hand in a summary sheet of their main points. Further details about the performance criteria will be provided in class

The **Final Written Assignment** will include a student bio that consist of a head shot and a paragraph describing the students experience, various roles, and theatrical endeavours that they have participated in during this semester. Along with this they will be asked to submit a reflection paper. This reflection assignment requires the students to highlight how their learning can be applied in work, school and other social contexts. For the reflection the student has two options for submission. **Option 1**, a weekly journal with a minimum of one paragraph per entry. **Option 2**, a formal reflection paper with a minimum of 750 words.

The students will be required to hand in 3 **Performance Critiques**. These will allow the students to give an informed response about what worked and what didn't work in performance. The Critique guidelines will be decided upon collaboratively in class based on classroom learning.

VI. Special Notes:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. Course Outline Addendum:

The provisions contained in the addendum located on the portal form part of thiscourse outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.