

I. Course Description:

This course will introduce the elements involved in Theatre. 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. 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 students will demonstrate the 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
- Discuss 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

- Recognize 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
 - Report ways in which drama can influence the broader community
 - List drama and theatre opportunities within the community
 - Discuss and appraise 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 an 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 characterPotential Elements of Performance

- Generate and construct ideas for character development from a variety of print and non-print sources
- Employ 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
- Practice image activation to strengthen the personality of a character

5) Analyze and apply a variety of theories and methods to generate dramatic performancesPotential Elements of Performance

- Describe and illustrate 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.
- Explain the interrelationships among the six parts
- Describe different kinds of plot
- Explain and employ 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 utilize a peer-assessment tool to critique drama performance
- Assess the strengths and areas for improvement in mainstream theatre and peer performance
- Practice applying appropriate terminology and analysis techniques in performance assessment

III. Topics:

- Theatre History
- Improvisation
- Shakespeare
- Character Development
- Theatre Production
- Dramatic Performance

IV. Required Resources/Text/Materials

The Enjoyment of Theatre

By Jim Patterson, Jim Hunter, Patti P. Gillespie & Kenneth M. Camero

V. Evaluation Process/Grading System:

<u>Assignment/Exam</u>	<u>Weight(%)</u>
Shakespeare Duets	10%
Monologue	15%
Group Performance	20%
Theatre History Presentation/Handout	10%
Final Written Assignment	15%
Performance Critiques	5% (x3)
Attendance	15% (1% per missed day. Includes one off campus trip to the Musical Comedy Guild's Rehearsal space)

For the **Shakespeare Duet** the professor will provide a selection of scenes from which the 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 be 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 this course outline.