

# THEA 0010A - ACTING I

## Catalog Description

Formerly known as DRMA 10A

Hours: 72 (36 lecture, 36 activity)

Description: Analysis and practice of acting techniques focusing on volume and diction, breathing, posture, stage movement and positioning, gestures and listening. Practice of character interpretation and expression through improvisation, selected scenes and monologues. (C-ID THTR 151) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Describe and practice the basic steps to create a character.
- CSLO #2: Analyze and practice the basic elements of incorporating stage movement, voice technique, posture and gesture to create and develop character.
- CSLO #3: Reinforce learned techniques by rehearsing and performing developed characters in monologues and scenes.

## Effective Term

Spring 2021

## Course Type

Credit - Degree-applicable

## Contact Hours

72

## Outside of Class Hours

90

## Total Student Learning Hours

162

## Course Objectives

Students will through oral, written, and physical performance:

1. Describe and practice the basic elements of communication, incorporating stage movement, posture, voice technique, imagination and creativity;
2. Describe, observe and perform the relationship between acting technique using voice and body language and character expression;
3. Describe, analyze and practice the basic steps toward creating a character, including building an acting objective, obstacle, tactic and other back story;
4. Practice learned techniques of creating characters and reinforce through in-class performances of monologues and scenes;
5. Observe play performances and critically analyze acting technique, character development and presentation.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Fine Arts
  - AA/AS - Oral Comm Skills
- CSU GE Applicability (Recommended-requires CSU approval)

- CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Instructor will prompt students with the question: "What makes an effective acting performance?" Students will break into small groups and come up with 3 things that make an effective acting performance citing examples from actors in plays or movies they have seen and share with the entire class. Students are assessed on rate of participation, creativity and early understanding of acting tools covered in class.
- Reports
  - Example: After seeing two live plays, students will write an essay comparing and contrasting characters from each play that demonstrates understanding of their analysis of voice, movement, posture, gesture and character development in observed performances. Students are assessed on ability to follow format, descriptive examples detailing voice, movement, posture, gesture and character development contrasting actor work from both plays.
- Skill Demonstrations
  - Example: Students demonstrate their ability to focus on the objective of their role. Students are assessed on their ability to identify and perform based upon the objective they have identified.

## Repeatable

No

## Methods of Instruction

- Activity
- Lecture/Discussion
- Distance Learning

Activity:

1. The instructor will hand out a lengthy tongue twister and divide students into pairs evaluating one other's level of stage diction. Instructor will then lead the class in extensive vocal diction exercises to warm-up fully focusing on voiced and unvoiced popping of consonants. Instructor will then divide students back into same pairs to re-evaluate stage diction utilizing same tongue-twister.
2. The instructor will demonstrate "positive first" criticism followed by "areas to build upon" as a feedback model on performed monologues. The instructor will then call upon students to practice giving "positive first" and "area building" criticism toward fellow students as they rehearse their monologues.

Lecture:

1. The instructor will utilize a PowerPoint to define and list examples of types of acting objectives and lead a discussion on strategies to build effective objectives for character work.

## Typical Out of Class Assignments

### Reading Assignments

1. In Robert Cohen's ACTING ONE, Read the chapter on tactics and be prepared to perform exercises with your scene partner to practice these techniques. 2. Read Tennessee Williams' play, "The Glass Menagerie." be prepared to discuss your superobjective and through-line obstacle as well as rehearse your assigned scene objective for the character of Tom.

- Text Edition: 12th
- Classic Textbook?: No
- OER Link:
- OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**

### Writing, Problem Solving or Performance

1. Read your assigned scene aloud with your partner and work together to solve what the scene objectives, tactics and obstacles are for each of your characters. Next, read the scene again implementing these aspects into your performance. 2. Read the play, "A Raisin in the Sun," write a back story for Ruth Younger, and share the details of your story with the class. 3. Observe real-life characteristics among people you encounter, journal your observations applying terms we learn in class such as vocal quality, movement and gesture. Discuss and apply your analysis of these qualities and relate to character traits. For example, the person I observed displayed a raspy voice and took slow short strides with shoulders hunched and eyes focused to the ground. This tells me she was a less-confident, smoker who is tired, stressed and perhaps having a bad day.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Monologues They'll Remember You By
  - Author: Andrew Biss
  - Publisher: Entre Act Editions
  - Publication Date: 2017
  - Text Edition:
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Acting Power: The 21st Century Edition
  - Author: Robert Cohen
  - Publisher: McGraw-Hill
  - Publication Date: 2013
  - Text Edition: Revised Edition
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Duo!: The Best Scenes for Two for the 21st Century
  - Author: Rebecca Dunn Jaroff, Bob Shuman, and Joyce E. Henry, ed..
  - Publisher: Applause Theatre and Cinema Books
  - Publication Date: 2009
  - Text Edition: paperback
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Acting is Believing
  - Author: Kenneth L. Stilson, Larry D. Clark and Charles McGaw
  - Publisher: Cengage Learning
  - Publication Date: 2014