

**THAR 13.1BL Course Outline as of Fall 2021****CATALOG INFORMATION**

Dept and Nbr: THAR 13.1BL Title: STYLES PERF WKSHP 2-LAB

Full Title: Performance Workshop Lab: Styles, Periods and Skills 2

Last Reviewed: 4/12/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0.50	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	0.50	Lab Scheduled	0	2	Lab Scheduled	0
		Contact DHR	1.50		Contact DHR	26.25
		Contact Total	1.50		Contact Total	26.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 26.25

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This lab encompasses the extended planning, advanced preparation, and performance of an acting showcase for the public. Meeting the last few weeks of the semester, this is the companion course to a semester-long study of non-realistic acting styles, period realism, and specialized performance skills, which culminates in the showcase. Content for both courses and showcase change each time they are offered.

**Prerequisites/Corequisites:**

Course Completion of THAR 13AL ( or THAR 13.1AL) and Concurrent Enrollment in THAR 13B ( or THAR 13.1B)

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This lab encompasses the extended planning, advanced preparation, and performance of an acting showcase for the public. Meeting the last few weeks of the semester, this is the companion course to a semester-long study of non-realistic acting styles, period

realism, and specialized performance skills, which culminates in the showcase. Content for both courses and showcase change each time they are offered. (Grade Only)

Prerequisites/Corequisites: Course Completion of THAR 13AL ( or THAR 13.1AL) and Concurrent Enrollment in THAR 13B ( or THAR 13.1B)

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2015	Inactive:
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<b>UC Transfer:</b>	Transferable	Effective:	Spring 2016	Inactive:
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**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Prepare, rehearse, and perform material from plays requiring unique styles, period realism and/or specialized performance skills at a beginning/intermediate level for a public audience with increased versatility and confidence.
2. Adapt their character development process and performance techniques to meet the needs of a variety of plays' specific styles, periods, and/or specialized performance demands at a beginning/intermediate level.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Demonstrate performance skills through a variety of acting styles, period realism and/or plays requiring specialized performance skills (e.g. dialects, unarmed combat, period movement, etc.) at a beginning/intermediate acting level in a public performance.
2. Translate basic acting theories and analytical concepts into practical application through performance interpretations in preparation for a public performance, as well as applying related techniques and skills from previously studied styles and periods when appropriate.
3. Create and sustain the distinct physical, vocal, and behavioral components of multiple characters, while adapting to the performance requirements of specific styles, periods, and/or special techniques in a public performance.
4. Revise and enhance acting choices, objectively incorporating the feedback of others, and utilizing the rehearsal process as a period of

- creative exploration in preparation for a public performance.
5. Define individual acting obstacles and determine individual strengths, including self- assessment of work with previously studied periods and styles, in preparation for public performance.
  6. Critique the work of others, utilizing terms and concepts relating to the specific style, period, and/or specialized skill being performed.
  7. Support the throughline of a composite showcase by sustaining energy, focus, and pacing, as well as creatively interpreting transitional business.
  8. Work cooperatively and professionally within a high-stress environment to produce a collaborative work of art for public performance.

### **Topics and Scope:**

#### **SECOND EXPERIENCE TOPICS**

As part of their second experience with introductory styles, periods, and skills, THAR 13.1BL students will be introduced to the following topics during the course:

##### **I. Self-Assessment Techniques During Showcase Preparation**

- A. Recognizing strengths
- B. Identifying areas needing improvement
- C. Acknowledging obstacles (internal and/or external)
- D. Articulating personal learning goals for semester

##### **II. Introduction to Peer Mentoring for Showcase Preparation**

- A. Communication techniques when helping others
- B. Modeling effective techniques in your own process
- C. Role of peer mentor in a classroom/rehearsal
  1. Instructor and mentor relationship
  2. Mentor and peer relationship
  3. Maintaining appropriate boundaries
- D. Potential mentoring tasks
  1. Script analysis assistance
  2. Scoring and scansion assistance (when applicable)
  3. Dialects assistance
  4. Period movement assistance
  5. Staging assistance

##### **III. Comparing Previous Styles & Showcase Preparation to Current Semester**

- A. Differences between styles studied
- B. Similarities between styles studied
- C. Benefits when studying styles and periods
- D. Advice from past showcase experience

#### **CORE TOPICS**

##### **I. Reviewing Acting Standards of Professionalism**

##### **II. Showcase Review: Performance of Non-Realistic Styles**

##### **III. Showcase Review: Performance of Period Plays**

#### IV. Showcase Review: Specialized Performance Skills

#### V. Showcase Rehearsal and Preparation

- A. Instructor directing and rehearsing with peers
  - 1. Collaborative rehearsal techniques
  - 2. Critiquing others' work
  - 3. Self-assessment and improvement goals
  - 4. Noting and applying instructor's direction
  - 5. Rehearsal costumes and props
- B. Script preparation
  - 1. Excerpting and cutting
  - 2. Timing
- C. Staging
  - 1. Developing and adjusting a basic floorplan
  - 2. Blocking in 3/4 thrust
  - 3. Sight lines and upstaging
  - 4. Adapting from rehearsal to performance space
- D. Showcase preparation assignments
  - 1. Performance costumes
  - 2. Performance props and furniture
  - 3. Showcase promotion and materials
  - 4. Technical needs (lighting, sound, etc.)
  - 5. Rehearsal set-up and clean-up
  - 6. Rehearsal stage management
  - 7. Introductions and transitions
  - 8. Other needs

#### VI. Improving Vocal Techniques for Public Performance

- A. Articulation
- B. Projection
- C. Characterization
- D. Stylization (verse, rhyme, etc.)
- E. Pronunciation and dialect/accent

#### VII. Improving Physical Techniques for Public Performance

- A. Characterization
- B. Movement and timing
- C. Style-specific movement (period movement, etc.)

#### VIII. Preparing for the Showcase

- A. Rehearsing a composite performance
  - 1. Order and shape of the performance
  - 2. Transitional and introductory material
  - 3. Final cutting and excerpting
  - 4. Differentiating multiple characters
- B. Incorporating production elements as a performer
  - 1. Lights
  - 2. Costumes and costume changes
  - 3. Staging transitions
  - 4. Performance protocols (such as calling for places)
- C. Performance techniques in production
  - 1. Personal and group warm-ups

2. Maintaining consistency and focus
3. Handling nerves
4. Handling audience responses
5. Handling the unexpected
6. Incorporating directorial feedback

#### IX. After the Showcase

- A. Reflection on performing for an audience
- B. Productive self-assessment
- C. Productive peer assessment
- D. Comparative analysis of semester & showcase
  1. Where we started
  2. How far we came

#### **Assignment:**

1. Participate in group exercises during the Showcase preparation process. Exercises may include:
  - A. Improvisations and style exercises
  - B. Vocal exercises for clarity, projection, dialect and style
  - C. Physical exercises for relaxation, flexibility, and control
  - D. Period movement and manner review
  - E. Warmups
2. Showcase Preparation Assignment  
Each student will complete an assigned Showcase preparation assignment. Examples include hanging lights, coordinating costumes, gathering props, designing the poster, nightly set-up or clean-up team, publicizing the showcase via social media, etc.
3. Showcase
  - A. Content: With student input, the instructor will determine the Showcase performance selections (scenes and/or monologues), drawn from the class's THAR 13.1B work. Most students will perform one to two selections. In rare cases, students may also be assigned new material.
  - B. Prepare selected Showcase material, doing so in an efficient, responsible and productive manner. This may include conducting additional research or analysis; reviewing lines, cues, and blocking; memorizing new material, introductions or transitions (if assigned), and/or making additional cuts so each piece is within the time limit determined for inclusion in the Showcase.
  - C. Attend all polishing rehearsals with partner(s), as well as coaching appointments with instructor.
  - D. Attend all scheduled class rehearsals for the Showcase. Rehearsals are usually held in the evenings during the last two weeks of classes prior to the Showcase date. The rehearsal schedule is announced the first week of the class.
  - E. Participate in the presentation of two public showcase performances. With each piece performed, demonstrate an understanding and competence in the specific acting style and/or specialized acting skill, as well as effective performance skills.
  - F. Attend the class notes session with the instructor between the performances.
  - G. Participate in Showcase strike (held immediately following the 2nd performance).
4. Professionalism and Attendance

Adhere to the following standards of acting professionalism throughout the course:

- A. Arrive promptly and prepared for all class meetings, outside rehearsals, and performances.
- B. Maintain an amiable and supportive attitude when interacting with other members of the performance ensemble.
- C. Participate actively in class discussions and exercises.
- D. Work collaboratively with scene partners.
- E. Perform each role in a conscientious and dedicated manner.
- F. Respectfully follow director's instructions in Showcase preparation and maintain that direction in performance.
- G. Strive to maintain good health and safety practices.
- H. Follow the terms of the course syllabus.

#### 5. Advanced Optional Assignment for Second Experience Students

As part of their second experience with preparation related to the performance of styles, periods, and skills, advanced students may also be assigned one or more of the following, based on instructor assessment of student's aptitude for mentoring and current skill level:

- A. Peer mentoring of beginning students.
- B. Possible additional scene and/or monologue.
- C. Directing a scene at a beginning level for the Showcase.

#### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing  
0 - 0%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Showcase performances (scenes, monologues, transitional material); (optional) presentation or extra performance

Skill Demonstrations  
70 - 90%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Professionalism--attendance, promptness, and preparation;  
Showcase preparation assignment (optional); peer assisting  
or directing (optional)

Other Category  
10 - 30%

**Representative Textbooks and Materials:**

Acting With Style. 3rd ed. Harrop, John and Epstein, Sabin. 3rd ed. Prentice Hall. 1999 (classic)

Style for Actors: A Handbook for Moving Beyond Realism. 3rd ed. Barton, Robert. Routledge.  
2020

Scripts for each assigned scene or monologue.

Instructor prepared materials