I. **OVERVIEW**

The following information will appear in the 2011 - 2012 catalog

**THETR 160 Fundamentals of Acting**  

Survey of the various elements of the actor's art leading to an understanding and appreciation of the physical, mental and emotional basis of performance. Reading plays, analysis of public performances, role analysis and fundamentals of scene playing are included. Required for Theatre Arts majors. Recommended for those who may wish to participate in play production.

Field trips might be required.  (A-F or P/NP - Student choice) Lecture /Lab

**Transfer:** (CSU, UC)  
**General Education:** (MJC-GE: Activities ) (CSU-GE: C1 )

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. The nature of theatre

   b. Creation of an ensemble unit

   c. Development of performance skills

   d. Approach to a role

   e. Analysis of a script

   f. Rehearsal of a script

   g. Peer performance

2. **Required Lab Content:**

   a. Group vocal and physical warm-up

   b. Articulation exercises

   c. Imagination exercises

   d. Improvisational work

   e. Run-through of scenes/monologues

   f. Critiques of work-in-progress

   g. Individual and group coaching

   h. Performances
i. Feedback

B. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
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<tr>
<td>Lab</td>
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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, reading and writing
2. Classroom exercises – group feedback
3. Performances
4. Field trips

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Character analysis, about 2-3 per term
   b. Daily rehearsal
   c. Daily Memorization of lines
   d. One journal, per term

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Character analysis assignment: Define the four character traits in developing a character
      i. History
      ii. Physicality
      iii. Motivation
      iv. Obstacles/Goals
   b. Memorize the Shakespeare monologue provided to you. You will then perform it for the class.

E. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

demonstrate blocking patterns, memorization, character development and performance skills with assurance and expressiveness. Students will also analyze character, role dynamics, and script for believable interpretation of character, time and place.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Describe the various elements of the actor’s art, including stage composition, script analysis, and techniques for creating a role
b. Illustrate basic principles of vocal and physical projection and communication
c. Define the acting and directing techniques for judging theatrical productions
d. Create a believable character
e. Practice sensory awareness
f. Handle problems which arise from stage fright
g. Demonstrate greater self-confidence
h. Work effectively with fellow actors
i. Offer constructive criticism to fellow actors
j. Participate in performance exercises alone, in partnership and in groups

2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

a. Demonstrate the ability to imagine, observe, concentrate, and create character, environment and conflict.
b. Speak and move without inhibition.
c. Work dynamically as an ensemble.
d. Understand the basic principles of movement in approaching character physically.
e. Perform before an audience of peers.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Tests and quizzes
2. Monologues
3. Scene performances
4. Written exercises

B. **SUMMATIVE ASSESSMENT**

1. Journal
2. Play critiques
3. Monologues
4. Scene performances
5. Written exercises