



## THEA 1033

**Division:** Fine Arts

**Department:** Theater Arts

**Course:** THEA 1033

**Title:** Acting I

**Catalog Description:**

This course is an introduction to terminology, improvisation, script analysis and interpretation, body movement, vocal production, acting techniques, and ensemble acting.

**General Education Requirements:** Fine Arts

**Semesters Offered:** Fall

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 3

**Clock/Hour Requirements:** 6

**Offered for Non-Credit:** No

**Prerequisites:** none

**Corequisites:** none

**Justification:**

This course satisfies a lower-division core requirement for undergraduate theatre performance majors with equivalent courses at all four-year institutions in Utah and elsewhere. It fills a major requirement for theatre arts majors, meets the theoretical and performance content expectations for FA experiential General Education courses and otherwise satisfies elective credit criteria.

**Student Learning Outcomes:**

As a result of this course, students will be able to:

1. Relax the voice and body for maximum performance efficiency.
2. Speak clear and projected dialogue.
3. Employ sensory and emotional recall.
4. Concentrate on and adapt to the ephemeral nature of the stage.
5. Interpret and apply stage and blocking terminology.
6. Analyze scripts on the basis of:

- a. Circumstances;
- b. Character;
  
- c. Intentions;
  
- d. Obstacles;

d. Effects

7. Write original acting scenarios employing the element in #6 above.
8. Observe and abstract characteristics of the inanimate and animate worlds and apply them to character development.
9. Research, analyze and edit dramatic texts for performance.
10. Work independently and as an ensemble team member in accomplishing performance tasks.
  
11. Synthesize and apply critical evaluation to performance tasks.

**Content:**

1. Stanislavski (theory):
  - a. Observation;
  - b. Imagination;
  
  - c. Intuition;
  
  - d. Affective memory;
  
  - e. Sensory recall;
  
  - f. Emotional recall
2. Centering: Physical and vocal attenuation
3. Sensing: Emotional and physical recall
4. Focusing: Abstractions and application through observation
5. Freeing: Combining vocal production with physicalization
6. Speaking: Vocal mechanism, terminology and development

## 7. Feeling and Doing:

- a. Contentless scene for analysis and performance
- b. Original contentless scene for analysis and performance
- c. Animal observation and performance
- d. Improvisation

## 8. Synthesizing:

- a. Acting and stage terminology
- b. Selecting dramatic scenes
- c. Preparation: Personalization; Character motivation; Pantomime; Visualization
- d. Performing scenes for live audience

## 9. Auditioning procedures and techniques

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Each student will be required to read the textbook and selected plays. Quizzes and exams will be given to test their knowledge and understanding of the subject matter.

#### 2) Write clearly, informatively, and persuasively.

Students will be asked to evaluate plays read in class through a series of written responses. They will also be required to write critiques of live performances produced by the theatre department. These responses are based on criteria that will be examined in class lectures and textbook reading. These papers will be read, graded and written comments and suggestions provided back to the students.

#### 3) Speak effectively in a variety of contexts.

Students will be expected to participate in oral group presentations on specific selected topics. These presentations will be graded and written suggestions for improvement on subsequent presentations will be provided to the students.

#### 5) Apply a cultural and historical awareness to a variety of phenomena.

One of the objectives of this course is to provide historical context to a variety of theatrical genres and styles. Students should be able to understand the historical context in which various periods of theatre developed.

#### 9) Respond with informed sensitivity to an artistic work or experience.

All students should be able to respond to any work of art in an articulate manner. In particular, students should

be able to respond to a theatrical piece both as art and as entertainment.

### **Key Performance Indicators:**

Each student will be evaluated on:

- Attendance and contribution to regular class discussion (5% of total Grade)
- Verbal and written critiques of peer laboratory performances (5% of total Grade)
- Laboratory exercises and performances evaluated on the basis of preparation; creativity; believability; technique (55% of total Grade)
- Periodic written reading quizzes (20% of total Grade)
- Written critiques of on and off campus theatrical productions with emphasis on specific character analysis (10% of total Grade)
- Casting and performance as actors in Snow College productions (2.5% of total Grade)
- Subsequent attendance at on and off campus theatrical productions (2.5% of total Grade)

(Percentage values are approximate)

### **Representative Text and/or Supplies:**

*Acting: In Person and In Style* by Crawford, Hurst, Luger. (current edition)

Required materials include:

Instructor outlines and performance handouts; Scripts from which scenes are taken (personal, library, instructor, internet access)

**Optimum Class Size:** 16

**Maximum Class Size:** 20

**Signatures:**

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Theater Arts Department:

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Kim Christison, PhD, Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

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Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)