

Portland Community College

TA 142: Fundamentals of Acting Techniques

(4 credits / 40 lecture hours)

Drama/Theatre 3 or Drama/Theatre 4

Offered through the PCC Dual Credit Program 2018 - 2019

Yearlong course

Glencoe High School
2700 NW Glencoe Road
Hillsboro, OR 97124

The course meets every other day in the auditorium for 90 minutes

Instructor: Lori Lee Daliposon, daliposl@hsd.k12.or.us, 503-844-1900

Office Location: Behind the auditorium in room 150

Office Hours: 7:45 – 8:15 or by arrangement

Course website: Google classroom will be used for this course

COURSE MATERIALS

Text: Materials provided, includes Medea, Oedipus Rex or Antigone (Drama/Theatre 3), a play from the Elizabethan era, possibly Richard III or The Tragical History of Doctor Faustus (Drama/Theatre 4), and short plays. Materials referenced include Cohen's Acting, Hagan's Respect for Acting, Sanford Meisner Approach, Workbook I: An Actor's Workbook by Silverberg and The Great Acting Teachers and Their Methods by Brestoff, along with multiple resources for Stanislavski concepts and methods, Meisner's teachings, Spolin's games, and the techniques and ideas of various acting schools.

Other Required Materials: Journal, pens, pencils

COURSE INFORMATION

Course Description: Acquire concentration and relaxation in approaching a role. Improve performance skills with focus on vocal and physical control. Scene study is used. Prerequisites: TA 141 and its prerequisite requirements. Audit available.

Course Outcomes: The course outcomes can be found at the link below.

<http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=TA&course=142>

Course Prerequisites: Drama/Theatre 2 (for Drama/Theatre 3) or Drama/Theatre 3 (for Drama/Theatre 4)

Attendance Policy: Students are expected to attend each class meeting. If a student is absent, it is the student's responsibility to find out what was covered in class and get the work completed in a timely manner.

Grading Categories & Percentages: Each project is worth 50 – 100 points (Unit performances, great works projects, and play review papers). In addition, points are earned for the following:
Class performance/participation (Essential Skill of personal management)
Journals/Reflections/Short papers (Essential Skills of Reading and Writing)

Quizzes over theatre history

Grading Scale: The final grade is what is derived from taking total points earned divided by points possible, and letter grades are assigned as follows, based 80% or more on final performances, quizzes, and papers (summative assessments).

- A = 80%
- B = 60% – 79%
- C = 40% - 69%
- D = 20% - 39%
- F = less than 20%

Late Work Policy: Late work will be accepted up to one week after its due date. Performances must be done on the day called to perform, or a zero will be given for that performance, as performance standards cannot be measured in other ways. An alternate assignment may be given upon request.

Make-up Work Policy: Students with long-term absences will be given alternate projects when group work is required. This will be handled on a case-by-case basis. Play review information will be given months in advance of the due date, and no late play reviews will be accepted.

Academic Dishonesty: Students are encouraged to converse and assist with other students when it is in a manner that is not inconsistent with testing or assignment instructions. Assisting others is prohibited, however, when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aids or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of direction of the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion. Plagiarism, or using ideas or writings of another as your own, will not be tolerated. Students who engage in academic dishonesty may complete an alternative assessment at the discretion of the instructor. A student may not get better than a C on that assignment of assessment. Discipline may involve the District prohibiting the student from participating in school-sponsored activities or events; detention, denial, or revocation of school-conferred titles, distinctions, honors or privileges; or suspension or expulsion.

Course Content

The course is divided into a series of projects. Depending on the interests of the students' in the course, these projects can be changed, dropped or enhanced to meet student needs. If a student has a particular interest, special projects can be assigned to meet those interests. The bottom line is that this course is intended to be entertaining and challenging. It will require dedication and energy, but the pay-off will be performances that make the performers proud and that the class will enjoy. This class will be enriching and memorable for students. All performances other than improvisation must be memorized for performances. **This production and performance class that will include required evening performances. Potential projects include:**

Week:	In Class:	Homework or Assignments:	Points:
Weeks 1 - 9	<p>Greek Theatre (Drama/Theatre 3) or Elizabethan Theatre (Drama/Theatre 4) – Research and Analysis</p> <ul style="list-style-type: none"> - Research a topic from the era and present the information - In groups, read a play from the era (<u>Oedipus Rex</u> or <u>Antigone</u> for Drama/Theatre 3 and a play by 	<p>Topic Presentation</p> <p>Quiz over Greek or Elizabethan era topics</p>	<p>25 points</p> <p>25 points</p> <p>25 points</p>

	Shakespeare or Marlow for Drama/Theatre 4) and discuss plot, characters, style, language, and themes and design an abridged performance of that play	Abridgement outline/plan	
Weeks 9 - 11	Performing in a Classical Style with an abridgement Classic scenes project and abridgement - Find key scenes from the play read and perform those scenes and/or monologues - Perform the scene in a classic style - In groups, connect the scenes with an abridgement of the play that creatively tells the story of the play	Classic scenes performance Abridgement performances Critique of performances	50 points 50 points 10 points
Throughout the school year	Developing Acting technique - Every other year – learn about the history of acting, trying various techniques, Thespis through Stanislavski and work on relaxation, concentration, and objective in the style of Stanislavski’s teachings - Every other year – learn, through exercises and discussion, the basics of Meisner’s acting techniques in order to develop the actor’s ability to live in the moment	Journal entries and reflections	50 points
Weeks 1 – 12 (intermixed with other projects)	Developing an Original Character and Writing Scenes with that Character - Develop a character for the class’ original Murder Mystery and perform an original monologue for that character - Participate in script-writing and development of a Murder Mystery	Character performance Script-writing	25 points 25 points
Weeks 12 - 18	Analyzing and Performing a Script Duo scene project – - Script analysis - Listening and reacting - Pace (Overlap and silence) - Character objective and tactics - Scene beat analysis - Further developing voice, blocking and stage mechanics Competition Showcase performance in February	Duo Scene Performance (including evening performance) Written critiques in journals Beat analysis Character autobiography	100 points 10 points 10 points 10 points
Weeks 16 – 20 (performances may be spread through the second semester)	Developing Contrasting Characters Monologue project – two contrasting monologues - Develop character objective - Develop character physicality and vocal quality - Beat analysis - Further developing voice, blocking and stage mechanics	Monologue performance Beat Analysis	50 points 10 points
Weeks 16 - 27	Rehearsing and Performing an Original Play - Either acting in the play or completing technical roles for the play, students will rehearse and produce	Rehearsal work-ethic and preparedness	50 points

	<p>an original play (typically a Murder Mystery) once the writing is completed</p> <ul style="list-style-type: none"> - Students will be required to perform or run tech for this play as a part of their class grade and will have deadlines for being off-book, completing tech tasks, etc. <p>Required Murder Mystery Performances in April</p>	Final Performance	100 points
Weeks 28 - 34	<p>Performing in a Short Play</p> <p>Short plays project</p> <ul style="list-style-type: none"> - Acting in a short play - Defining dramatic action and plot structure - Further refining use of character motivation and character development - Becoming better listeners on stage - Further developing voice, blocking and stage mechanics <p>Theatre Showcase performance in May</p>	<p>Short play performance (including evening Theatre Showcase performance)</p> <p>Critique of performances</p>	<p>100 points</p> <p>10 points</p>
Weeks 32 - 36	Final project of choice (from a list of options) – time permitting	Project performance/product	50 points
Paper due in December	Play Review- Field Trip to see a professionally produced play (or see play outside of class)	Written critique of a professional or college level production	50 points
Paper or presentation due in March	Great Works Project Presentations or Papers Read a play (outside of class) by one of the playwrights included on a listing of a diverse group of modern playwrights (including women and playwrights of color) and write or present a critique of that play	Presentation or paper	50 points

POLICIES

Grading Guidelines: <https://www.pcc.edu/resources/student-records/grading/>

Registration Deadlines: <http://www.pcc.edu/prepare/head-start/dual-credit/calendar.html>

Academic Integrity Policy: <http://www.pcc.edu/resources/academic/standards-practices/academic-integrity.html>

Student Rights and Responsibilities: <http://www.pcc.edu/about/policy/student-rights/>

Additional Dual Credit Student Responsibilities: Students are required to view and

Comply with the regulations set forth in the PCC Dual Credit Student Handbook. The

Student Handbook is available online at: <https://www.pcc.edu/dual-credit/wp-content/uploads/sites/37/documents/student-handbook.pdf>

Attendance Policy: Students are expected to attend each class meeting. If a student is absent, it is the student's responsibility to find out what was covered in class and get the work completed in a timely manner. See the make-up policy above.

High School's Code of Conduct Policy:

https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/StandardsofStudentConduct.pdf

Flexibility Statement:

The instructor reserves the right to revise the class calendar, modify content, and/or substitute assignments in response to institutional, weather, or class situations.

Instructional ADA Statement:

Dual Credit Students: Federal law requires that high schools provide disability services for students with a documented disability (through either an IEP for 504 accommodation plan), including those students who are taking Dual Credit classes at their high school location.

On-campus students: PCC is committed to ensuring that classes are accessible. Disability Services (www.pcc.edu/disability/) works with students and faculty to minimize barriers. If students elect to use approved academic accommodations, they must provide in advance formal notification from Disability Services to the instructor.

Title IX Non-Discrimination Statement:

Dual Credit Students: The high school is responsible for providing access, accommodations, flexibility, and additional/ supplemental services for special populations and protected classes of students.

On-campus student: PCC is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

Sanctuary College Statement:

PCC is a sanctuary college. For more information and resources, see www.pcc.edu/resources/undocumented-students/

PCC DUAL CREDIT www.pcc.edu/dualcredit

This course is offered for Dual Credit through Portland Community College. In addition to earning high school credit for this class, you may also register for this class through PCC and earn the college credits. The PCC credit for this class is offered to you free of charge, which is a cost savings of \$111/ per credit in tuition, plus fees and book charges!

If you want to register for this class with PCC, you first need become a Portland Community College student by completing the admissions application and selecting "PCC High School Dual Credit" as your admission type (if you have not done so already). You will be assigned a PCC email and ID #, and may also obtain a PCC ID card upon request.

COURSE EVALUATION SURVEY

At the end of the term you will receive notification to your PCC email account with instructions on how to complete the course evaluation survey. The survey is not required, though if you choose not to complete it you will have a course evaluation hold on your PCC account. This hold will not prevent future registrations, but will delay the availability for you to view your final grade on your PCC transcript until the week following finals week for the applicable PCC term (see: <https://www.pcc.edu/enroll/registration/academic-calendar.html>)

PCC RESOURCES FOR STUDENTS

As a PCC Dual Credit student you are able to access PCC facilities and services, just like an on-campus student. See below for more information on resources available to PCC Dual Credit students. (<http://www.pcc.edu/resources>)

Dual Credit classes can help you develop college skills.

Please be informed that:

- Dual Credit classes are PCC college classes that are part of your official college transcript.
- College classes, including Dual Credit classes, may impact college GPA, along with scholarship, financial aid, and athletic eligibility.
- You can find out how this course can fulfill requirements at PCC visit <http://catalog.pcc.edu/>.
- You can find out how this course can fit at other colleges and universities by contacting their admissions office.

You will need to consider the above information before you sign up for this PCC course.