

# THA M10C: THEATRE PRODUCTION: PERFORMANCE III

**Originator**

jloprieno

**Co-Contributor(s)**
**Name(s)**

Fagan, Suzanne (sfagan)

**College**

Moorpark College

**Discipline (CB01A)**

THA - Theatre Arts

**Course Number (CB01B)**

M10C

**Course Title (CB02)**

Theatre Production: Performance III

**Banner/Short Title**

Theatre Prod: Perform III

**Credit Type**

Credit

**Start Term**

Fall 2023

**Catalog Course Description**

Allows students to rehearse and perform as an actor utilizing intermediate to advanced level skills in a college production staged for public performance. Involves the use of varying content from different lifestyles, periods and cultures with production schedules and will range from classical to contemporary, published comedic, dramatic and/or musical theatre material.

**Taxonomy of Programs (TOP) Code (CB03)**

1007.00 - Dramatic Arts

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

157.5

**Maximum Contact/In-Class Laboratory Hours**

157.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

157.5

**Total Maximum Contact/In-Class Hours**

157.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

0

**Maximum Outside-of-Class Hours**

0

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

THA M10B

**Limitations on Enrollment**

Audition is required

**Entrance Skills****Entrance Skills**

THA M10B

**Prerequisite Course Objectives**

THA M10B-use an introductory to intermediate level of ability to project vocally in various theatre spaces.

THA M10B-demonstrate an introductory to intermediate level of ability to create and perform a character before a live audience.

THA M10B-show an introductory to intermediate level of stage movement techniques in the performance of a play or musical.

THA M10B-demonstrate an increasingly greater appreciation of theatre as a collaborative art form by being cast as part of an ensemble in a play.

THA M10B-demonstrate an introductory to intermediate level of skill in the interpretation of a piece of dramatic literature written by playwrights from diverse lifestyles and cultures.

THA M10B-apply introductory to intermediate level skills in inter-personal communication by working cooperatively with their director and the ensemble.

THA M10B-employ introductory to intermediate level skills in the application of theatrical makeup by applying their own makeup for rehearsal and performance.

THA M10B-demonstrate an introductory to intermediate level of ability to utilize costume to enhance movement and define character on stage.

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

THA M10B

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Other (specify)

**Specify Other Level of Scrutiny/Justification**

Each course in the THA M10A-D sequence gives a unique performance opportunity to students either on the main stage or in the Original Student One Acts.

**Requisite Type**

Enrollment Limitation

**Requisite**

Audition

**Requisite Description**

Other (specify)

**Specify Other Requisite Description**

Students need to demonstrate acquired skills in order to portray particular roles in a production.

**Level of Scrutiny/Justification**

Other (specify)

**Specify Other Level of Scrutiny/Justification**

Required performance skills as standard practice in real-world workforce production.

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate intermediate to advanced ability to utilize costumes and make-up to develop characters in performance.      |
| 2 | demonstrate intermediate to advanced ability to collaborate with a director and other performers in a live performance. |
| 3 | utilize intermediate to advanced script analysis skills to interpret texts to develop a character in live performance.  |
| 4 | utilize intermediate to advanced vocal and physical techniques to develop characters in a live performance.             |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | demonstrate an intermediate to advanced level of ability to create and perform a character before a live audience.   |
| 2 | show an intermediate to advanced level of stage movement techniques in the performance of a play or musical.   |
| 3 | perform at an intermediate to advanced level of ability to project vocally in various theatre spaces.  |
| 4 | demonstrate an increasingly greater appreciation of theatre as a collaborative art form by being cast as part of an ensemble in a play.                                    |
| 5 | demonstrate an intermediate to advanced level of skill in the interpretation of a piece of dramatic literature written by playwrights from diverse lifestyles and cultures |
| 6 | apply intermediate to advanced level skills in inter-personal communication by working cooperatively with their director and the ensemble.                                 |
| 7 | employ intermediate to advanced level skills in the application of theatrical makeup by applying their own makeup for rehearsal and performance.                           |

- |   |  |
|---|--|
| 8 | demonstrate an intermediate to advanced level of ability to utilize costume to enhance movement and define character on stage. |
|---|--|

## Course Content

### Lecture/Course Content

N/A

### Laboratory or Activity Content

30% - Collaboration as part of an ensemble for a live performance

Intermediate to advanced level communication skills utilized will include: verbal, intellectual, intuitive, and emotional

20% - Intermediate to advanced level skills in vocal projection and enunciation to be heard by the audience in a given venue

20% - Intermediate to advanced level techniques in physical movement on stage through the process of blocking or staging of the play or musical

20% - Intermediate to advanced level skills for the rehearsal through:

- reading the play to be performed multiple times
- discussions with the director on the style, period and culture of the material
- exploration of specific motivations of the character
- exploration of character's given circumstances, personal history, and relationships with other characters
- exploration of the functions of the character in the script
- rehearse and polish the natural builds in intensity in each scene and the play
- exploration of variety in pace, tone of material, and the inherent and/or created conventions of the play

10% - Intermediate to advanced level skills in rehearsal and performance in the application of theatrical makeup and costumes to enhance characterization

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression  
Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Film/video productions  
Group projects  
Individual projects  
Journals  
Laboratory activities  
Monologues  
Oral analysis/critiques  
Oral presentations  
Performances  
Recitations  
Role playing  
Simulations  
Skills demonstrations  
Skills tests or practical examinations  
Written analyses  
Written creation (poem, screenplay, song)  
Written homework  
Projects  
Participation  
Reports/Papers/Journals

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Class activities  
Class discussions  
Collaborative group work  
Demonstrations  
Dialog

Distance Education  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Internet research  
Laboratory activities  
Large group activities  
Lecture  
Observation  
One-on-one conference  
Oral Drills  
Readings  
Role-playing  
Small group activities

**Describe specific examples of the methods the instructor will use:**

Instructor will conduct daily warm-ups prior to rehearsals that practice the skills required to address and physical and vocal demands of the material to be performed.

## **Representative Course Assignments**

### **Writing Assignments**

write a character analysis.

write evaluations of information provided through the Library's resources or the Internet on topics relevant to the play, or character being rehearsed and performed.

write a scene that isn't in the play that their character experienced off-stage.

### **Critical Thinking Assignments**

apply learned skills in vocal and physical techniques to enhance performance.

utilize costumes and makeup to enhance characterizations.

improvise scenes with other actors within the world of the play.

### **Reading Assignments**

read the play that is being rehearsed and performed.

read critical reviews of the several other productions to define style and parameters of production.

read a biography of the playwright.

### **Skills Demonstrations**

rehearse the physical posturing and movement patterns of the characters to be portrayed.

rehearse the vocal projection exercises for the material to be performed on the stage where the production will take place.

rehearse lines and blocking with peer that has been double cast in the same role.

## **Outside Assignments**

### **Representative Outside Assignments**

complete outside reading assignments judged relevant to the tasks of developing character and understanding the play to be performed.

attend a theatre performance or film, watch performances on video, listen to selected music, or view works of art.

work together with other students privately on certain scenes or beats of a play, and then bring their work to rehearsal.

## **Articulation**

### **Comparable Courses within the VCCCD**

THA V11C - Technical Theatre in Production III

**Equivalent Courses at other CCCs**

<b>College</b>	<b>Course ID</b>	<b>Course Title</b>	<b>Units</b>
Antelope Valley College	THA 115B	Rehearsal and Performance: Drama	2-3
Irvine Valley College	TA 15B	Continuation of Rehearsal and Performance: Drama	1
Mendocino College	THE220C	Actig Perfomance III	3

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F2013

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**UC TCA  
Approved

## IGETC

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

### Textbooks and Lab Manuals

#### Resource Type

Textbook

#### Description

Homan, Sidney, and Brian Rhinehart. *Comedy Acting for Theatre: The Art and Craft of Performing in Comedies*. Methuen Drama, 2018.

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#### Resource Type

Textbook

#### Description

Hagen, Uta. *Respect for Acting*. 3rd ed., Jossey-Bass, 2023.

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#### Resource Type

Textbook

#### Classic Textbook

Yes

#### Description

Stanislavski, Constantin. *An Actor Prepares*. Routledge, 1989.

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#### Resource Type

Textbook

#### Description

Cohen, Ralph Alan. *ShakesFear and How to Cure It: The Complete Handbook for Teaching Shakespeare*. The Arden Shakespeare/ Bloomsbury, 2018.

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#### Resource Type

Other Resource Type

#### Description

The play selected to be performed. For example, Shakespeare's *Hamlet*. Other course materials could include books about the play, about Shakespeare, about the social, political, atmosphere of the Elizabethan period, about Shakespeare's characters, about different historical interpretations of the play, and other ancillary and supporting materials.

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## Library Resources

### Assignments requiring library resources

Researching utilizing the Library's print and online resources.



**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research historical references to the play, background information on the playwright, and critiques of the play and previous performances.

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions

Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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Synchronous Dialog (e.g., online chat)  
Video Conferencing

Online office hours & Online group discussions

Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

THEATER ARTS

## Additional Minimum Qualifications

### Minimum Qualifications

Drama/Theater Arts

## Review and Approval Dates

### Department Chair

10/20/2022

### Dean

10/21/2022

### Technical Review

11/03/2022

### Curriculum Committee

11/15/2022

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000536285

### DOE/accreditation approval date

MM/DD/YYYY