

THA M52A: THEATRE FOR YOUNG AUDIENCES I

Originator

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Co-Contributor(s)
Name(s)

Fagan, Suzanne (sfagan)

College

Moorpark College

Discipline (CB01A)

THA - Theatre Arts

Course Number (CB01B)

M52A

Course Title (CB02)

Theatre for Young Audiences I

Banner/Short Title

Theatre for Young Audiences I

Credit Type

Credit

Start Term

Fall 2023

Formerly

THA M52 - Children's Theatre

Catalog Course Description

Introduces practical experience in the development, rehearsal and performance of plays to be presented with technical support for young diverse audiences and the general community. Includes both dramatic and movement-based components.

Additional Catalog Notes

Students may travel and perform at local grade schools.

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)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Local K-12 schools, Senior Living Centers, Juvenile Detention Centers, Community Centers, Outdoor Venues

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

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

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

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

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

87.5

Total Maximum Contact/In-Class Hours

87.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

70

Maximum Outside-of-Class Hours

70

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

Advisories on Recommended Preparation

THA M02A

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

THA M02A

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

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

- | | |
|---|---|
| 1 | utilize vocal and physical performance techniques to interpret a children's theatre text in live performance. |
| 2 | demonstrate the ability to integrate technical elements into performance. |
| 3 | utilize script analysis skills to explore the advanced tenants of structure, character development and theme. |

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

- | | |
|---|--|
| 1 | identify the basic elements of effective storytelling, types of inclusive stories and diverse themes that are appropriate for Theater for Young Audiences (TYA) and apply them through the development of new material, adaptation of existing global literature and/or improvisation. |
| 2 | identify the elementary qualities that make theater for young audiences a separate art form from traditional theater, including the distinct differences in audience response and interaction, culturally diverse audiences, and the use of technical elements and performance styles. |
| 3 | demonstrate the ability to create an introductory level character suitable for TYA that is clearly drawn, defined in broad strokes, interesting, identifiable, and fun. |
| 4 | apply their introductory level skills in interpersonal communication by working and creating collaboratively with a diverse group of their peers, a director and appropriate audience interaction exhibiting sensitivity to a young culturally diverse audience. |
| 5 | demonstrate a basic appreciation of theatre as an art form by being cast in a play and participating in its rehearsal and performance. |
| 6 | produce and execute introductory level technical elements of a play, including culturally diverse material, for TYA which may include the design and application of theatrical makeup, costumes, light and sound. |
| 7 | utilize improvisation, audience interaction, and stage movement through exaggerated style, pantomime and/or dance; and varied musical and vocal techniques. |

Course Content**Lecture/Course Content**

37% - Production Preparation

- Research a variety of global literary styles and themes that appeal to young audiences
- Explore design elements that appeal to young audiences of culturally varied backgrounds, exploring use of scale, color, sound
- Research diverse and inclusive characters that appeal to young audiences, incorporating voice, movement, costuming and makeup

33% - Design and Documentation

- Blocking notation
- Personal character makeup
- Costume maintenance
- Personal prop maintenance

30% - Script Interpretation

- Character development, including character breakdown, backstory
- Plot analysis
- Identify plot elements
- Exposition, inciting incident, rising action, climax, falling action, and denouement
- Stylization
- Clarification of character's objectives and psychological state

Laboratory or Activity Content

10% - Warm-up/Performance Preparation

- Stretching and physical preparation
- Vocal exercises
- Improvisations to discover themes and characters that will engage young audiences

70% - Perform, in various venues, the TYA production, from but not limited to culturally diverse scripts, that has been rehearsed

10% - Staging Techniques

- Creating the action

- Projection/Vocal variety to create believable characters appropriate for TYA
- Movement to create believable characters appropriate for TYA

10% - Acting Techniques

- Line interpretations
 - Subtext, paraphrasing, intention
- Physical characterization
 - Posture, movement, vocal quality
- Sense of belief
 - Commitment to the character

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):

Essay exams
Film/video productions
Group projects
Individual projects
Journals
Laboratory activities
Monologues
Oral analysis/critiques
Oral presentations
Performances
Quizzes
Recitations
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Written analyses
Written compositions
Written creation (poem, screenplay, song)
Written homework
Classroom Discussion
Projects
Participation

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
Instructor-guided use of technology
Internet research
Laboratory activities
Large group activities
Lecture
Observation
One-on-one conference
Oral Drills
Readings

Role-playing
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

help students to memorize scenes, scripts, monologues written by culturally diverse individuals regarding relationships in a variety of diverse cultures and sub-cultures that is appropriate for the designated TYA audience that semester

guide students to relate one's own personal experiences to other characters from similar and/or different cultural backgrounds and identities in order to better execute authentic scene work through role-playing

observe students in participating in daily warm-ups prior to rehearsals that practice the skills required to address, physical, vocal, emotional and mental demands of the diverse material to be performed

Representative Course Assignments

Writing Assignments

write a character breakdown/biography for one of the characters from a children's book written by but not limited to culturally and sub-culturally diverse authors.

write an explanation of a costume and makeup design for the production that is to be produced that semester

write the dialogue for a scene based on a scene from but not limited to a culturally and/or sub-culturally diverse children's book, in a style appropriate for TYA.

Critical Thinking Assignments

author a teacher's resource study guide to aid the production and the teacher in the classroom on the diverse, culturally relevant and or inclusive themes that are explored in the TYA production being presented

design a proposed makeup look for a character.

design a proposed costume look for a character.

Reading Assignments

read the play that is being rehearsed and performed.

read reviews from other productions of that play in the past to define style and parameters of production.

read other supportive material to help enhance the understanding of the play or a certain character such as articles and books on a variety of different disabilities, different cultures, different lifestyles, different periods in time, etc.

Skills Demonstrations

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

repeat and demonstrate the vocal projection exercises for the material to be performed on the variety of stages where the production will take place.

execute the memorized text and lines in the various scenes and monologues from the play that is being produced and performed

Outside Assignments

Representative Outside Assignments

create a collage or make a model of a set design for children's theatre production.

attend a reading of a children's book at a library or grade school.

volunteer to read a children's book at a library or a grade school

attend a production of a youth theatre play.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
American River College	TAP 361	Children's Theatre Rehearsal and Performance	1-3
Consumnes River College	TAP 361	Children's Theatre Rehearsal and Performance	1-3
Sacramento City College	TAO 360	Children's Theatre Performance I	1-3

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:

S2001

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

Fisek, Emine. *Theatre and Community*. Methuen Drama, 2019.

Resource Type

Textbook

Classic Textbook

Yes

Description

Spolin, Viola. *Theatre Games for the Classroom: A Teacher's Handbook*. Northwestern University Press, 1986.

Resource Type

Textbook

Description

Zachest, Katherine. *Drama Games for Young Children*. Nick Hern Books, 2017.

Library Resources**Assignments requiring library resources**

Research and locate scenes and monologues for K-12 students using the library's print and online resources including the library's special Theatre Arts collection of scripts from diverse writers representing but not limited to BIPOC and/or LGBTQIA+ individuals
View and discuss various documentaries about the theatre for young audiences provided by the vast online database at the library
Research, gather and present performances of young actors from various backgrounds and lifestyles that can be found in the libraries vast online databases

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Relate to various characters, of various backgrounds and lifestyles, by viewing clips, documentaries, films, presentations, and interviews regarding that character's specific features, obstacles and or challenges

Justify choices made on certain children's projects in the industry by researching the history/thought process of said choices

Compare two different performances of the same character by viewing those performances in the vast online databases provided by the library and explore how different choices could be made to modulate the performance for a TYA audience

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.

Hybrid (51%–99% 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.

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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.

100% 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.
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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**

11/04/2022

Dean

11/04/2022

Technical Review

11/17/2022

Curriculum Committee

12/06/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000427130

DOE/accreditation approval date

MM/DD/YYYY