



DEPARTMENT OF FINE ARTS

COURSE OUTLINE – DR1490 WINTER 2016

AN INTRODUCTION TO THE DRAMATIC PROCESS – 3(0-0-6) 90 Hours

T, R 2:30 TO 5:20

INSTRUCTOR: Dr. David H.K. Berezan **PHONE:** 780 228 5052
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OFFICE HOURS: T, R 5:30 – 6:30 p.m.

CALENDAR DESCRIPTION: Speech and movement improvisation with an emphasis on imaginative development will be included. It will be an introduction to the process of acting and to dramatic form.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: None

DELIVERY MODE(S): Laboratory

COURSE OBJECTIVES: To introduce and explore the elemental and improvisational nature of dramatic expression, to discover and practice fundamentals in the art of acting, and to strengthen presentation and theatre performance skills.

LEARNING OUTCOMES: Upon completion of the course the students will have gained a more critical and sophisticated understanding of the following:

- their personal growth and development in relationship to creating and acting in character
- group process in dramatic ensemble and scene creation
- increased physical and vocal capacity and responsivity
- amplified communicative and delivery skills in presentation
- critical analysis of live theatre performance and audience response

TRANSFERABILITY:

University of Alberta
University of Lethbridge
Athabasca University
Augustana Faculty, University of Alberta
Concordia University College
Canadian University College
Grant MacEwan University
King's University College

Other (transfers in combination with other courses or to other institutions)

Please consult the Alberta Transfer Guide for more information (www.transferalberta.com)

EVALUATION:

Evaluation: Evaluation is based on individual process and development (20%), presentation of scenes (45%), reflections (15%), response paper (10%), and reflective paper (10%). There will be a student/teacher consultation at mid-term and the end of term to discuss the student's progress and the instructor is always available for student-initiated consultation. Late assignments will not be accepted unless by prior arrangement.

Assignments:

Scenes: Students will work in groups of 3 to 4 people to create 3 original scenes. You will be responsible for completing a Character Development Worksheet for each scene. It is expected that you will rehearse your scenes extensively outside of class time. The final scene will be performed for the public in the end of term Drama Scenes.

Reflections: Students will write 7 reflections (250 to 500 words) on class activities, assigned topics, rehearsals, performances, visitors, their questions and observations. Reflections may also include artwork, creative writing, clippings, etc. The purpose of the Reflection is for the student to think and write reflectively and analytically about the work they are doing and what they are learning in the class. Reflections will also assist the Midterm and End of term interviews. Guidelines to writing reflections will be available to students well in advance of the first reflections due date. **DO NOT LOSE YOUR REFLECTIONS AS THEY ARE YOUR NOTES FOR THE REFLECTIVE PAPER.**

Reflective Paper: Students will write a summative Reflective Paper that will draw on their weekly reflections throughout the course. An assignment outline will be given mid-March. Reflective papers should be 1500 to 2000 words in length.

Response Paper: Students will write a response paper about one live theatre performance. This response paper assignment will be made available early in the course and is due one week after seeing the performance.

Evaluation Criteria:

Individual Process and Development in Class (20%) Individual process and development is assessed for the midterm evaluation (10%) and the end of term evaluation (10%).

- 1) keen participation in class physical and vocal training and exercises
- 2) discipline in training and in personal and artistic growth
- 2) dedication to quality, commitment, and teamwork
- 3) co-operation within class setting
- 4) contribution to group discussion
- 5) reflective and critical thinking
- 6) feedback to other students

Scene Work (45%) The first scene is worth 10%, the second scene is worth 15%, and the third scene is worth 20% of the total mark. In the scene work, **1/3 of the mark is based on your character development and preparation, 1/3 on your workshopping/rehearsal, and 1/3 on your performance.**

- 1) proactive contribution to group process of scene creation
- 2) scene and character research assignments
- 3) professionalism and dependability in rehearsal and performance
- 4) dedication to quality, commitment, and teamwork
- 5) focus, presence, adaptability in rehearsal and performance
- 6) originality in character and scene creation

Reflective Writings (15%) There are 7 assignments. A focus will be given for each assignment. Each writing will be graded out of 10 on the following:

- 1) thinking and writing reflectively on class work and process
- 2) reflecting critically and analytically on scene work
- 3) creativity and originality in reflective writing
- 4) quality of discussion of assigned focus

Reflective Paper (10%) The paper will be graded on:

- 1) ability to summarize and draw connections between the Reflective Writings
- 2) attention to observed details and questions raised
- 3) reflective and critical analysis of personal and artistic growth
- 4) creativity, originality, and clarity in reflective writing and thinking
- 5) matters of correctness (includes grammar, punctuation, spelling, etc.)
- 5) structure of paper (introduction, discussion, conclusion)

Response Paper (10%) The paper will be graded on:

- 1) ability to summarize the content of the play
- 2) awareness of the context (or multiple contexts) of the play
- 3) ability to reflect critically on the different elements of the theatre production – scenography, acting, directing, marketing, impact on the audience, etc.
- 4) matters of correctness (includes grammar, punctuation, spelling, etc.)
- 5) structure of paper (introduction, discussion, conclusion)

GRADING CRITERIA (The following criteria may be changed to suit the particular course/instructor) Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

Grading will be according to the criteria commonly used within a BFA acting program:

A (85-89) to **A+** (90-100) Shows an understanding and ability to handle basic material*. Shows competency and evidence of growth in work. Shows ability to control and develop material. Shows originality in handling material.

A- (80-84) Shows an understanding and ability to handle basic material. Shows competency and evidence of growth in work. Shows ability to control and develop material.

B+ (76-79) Shows an understanding and ability to handle basic material. Shows competency and evidence of growth in work.

B- (68-71) to **B** (72-75) Shows an understanding and ability to handle basic material.

C+ (64-67) Shows an adequate understanding of material.

* “Material” means the physical and vocal training, improvisation, exercises, scene work, rehearsals, and any other aspects of the course.

STUDENT RESPONSIBILITIES:

Class Routine

Each class will begin with a circle check-in. Then we will spend at least 20 to 40 minutes doing our physical and vocal training (more time in the first classes when we are learning techniques). Then we will go into the work that is the focus of each class. While general foci are set now, we will adjust over the term to attend to what is most important for the learning of the class. The class will end with a check-out.

Students must arrive on time and be ready to work – already changed into workout clothes and jewelry removed. You are encouraged to begin your own warm up process while waiting for the class to begin. A water bottle and snack for the break are advised. **CELL PHONES MUST BE TURNED OFF DURING CLASS.**

Required materials: Students need to have comfortable, flexible clothing (no hard-soled shoes or belts) that they use for class. No jewelry is to be worn during class.

Additional Costs: Students may choose to purchase costume and prop items for their scenes. Any purchases will remain the student’s own property. Theatre tickets are the responsibility of the student.

Attendance: Attendance is mandatory. More than 15% absenteeism (3 classes) may constitute a failure except for medical or extenuating circumstances in which case a doctor's letter may be required. Students will receive a warning ‘Notice of Absenteeism’ at 10% (2 classes) absenteeism.

After 15% absenteeism, you may be required to withdraw from the course. *Refer to Student Conduct, Attendance—page 42 of the college calendar.*

STUDENTS MUST COMMIT TO SPEND TIME OUTSIDE OF CLASS TO REHEARSE WITH THEIR SCENE PARTNERS, FOR MIDTERM AND END OF TERM INTERVIEWS, AND FOR REHEARSAL SESSIONS. “RULE OF THUMB: 10 MINUTES OF SCENE REQUIRES 10 HOURS OF REHEARSAL.”

COURSE CONTENT: The course flows between individual and group physical and vocal training, improvisational exercises and group creation, practice, and presentation. Activities will include a physical and vocal warm up; improvisation, enactment, and acting; drama/theatre and ensemble exercises; and creating, rehearsing, and presenting scenes within class. There will be a public performance of the final scenes on April 14. Students will write a number of reflections of their learning process, a final reflective paper for the course, and a number of character sketches. *Students must commit to rehearsal time outside of class.* Students are expected to attend a Visitor in the Arts event as it comes available and at least one of the performances of the GPLT winter and spring productions, Ovations Showcase Centre productions, and/or The GPRC Theatre Rising productions. Students will write a response paper on one of the live theatre productions available during the course.

COURSE SCHEDULE/TENTATIVE TIMELINE:

COURSE TIMELINE

Wk	Month	Date	Assign. Due	Focus
1	Jan	7		Intro Classes: get to know each other and how the class will work together, course shape, and assignments Drama/Theatre Foundations–improv, play, and <i>the play</i> ; the relationship of improv to drama and theatre performance; begin physical and vocal training.
2		12 14		Physical and vocal training, improv exercises, power and status, communicating and connecting with an audience; character motivation and believability “Dedication to Quality, Commitment, and Teamwork” **Choose Scene 1 Partners**
Tour of DJC Performing Arts Centre (TBA) Opens January 21 – “Theory of a Deadman Unplugged 15”				
3		19 21	Weekly Reflection 1	Continue physical training and vocal including relaxation techniques, character development, non-verbal communication; acting, reacting, between the lines, and acting without words; Character business; delivery at a distance; transformation.
4		26 28	Character Development Worksheet 1	Workshop Scene 1 in class. Workshop Scene 1 in class.
5	Feb	2 4	Weekly Reflection 2	Present Scene 1 in class. Continue physical and vocal training including relaxation techniques; improv exercises; dramatic tension; staging and maximizing the use of space
6		9 11		Continue physical and vocal training including relaxation techniques; improv exercises; creative costuming, props, sound. “Dedication to Quality, Commitment, and Teamwork” **Choose Scene 2 Partners**
Feb 16 to 19 - Reading Week – No Classes Opens Feb 7 – “Cats” GPLT Douglas J. Cardinal Performing Arts Centre				

Opens Feb 26 – “Sex Please; We’re Sixty” 7:30 Ovarions Showcase Centre Feb 23 and 25 – Midterm Interviews/Evaluations				
7		23	Weekly	Continue physical, vocal, and relaxation training and practice; improv exercises; communicating through Stanislavsky’s fourth wall; audience; pre-show preparation (warm-up and relaxation)
		25	Reflection 3	
8	Mar	1	Character Development	Scene 2 Workshopping/Rehearsal in class time.
		3	Worksheet 2	Scene 2 Workshopping/Rehearsal in class time
Visitor in the Arts – TBA				
9		8	Weekly	Present Scene 2 in class
		10	Reflection 4	Continue physical, vocal, and relaxation training and practice; Character motivation, believability, and transformation in-character; connecting with an audience; rehearsal techniques
10		15	Weekly	Continue physical, vocal, and relaxation training and practice; improv exercises; knowing or sensing the audience; sense awareness and peripheral vision in staging and presentation.
		17	Reflection 5	“Dedication to Quality, Commitment, and Teamwork” **Choose Scene 3 Partners**
11		22	Weekly	Continue physical, vocal, and relaxation training and practice; improves in character; character journeys; why this scene in this time?; personality development through Drama/Theatre and “the play’s the thing”
		24	Reflection 6	
12		29	Character Development	Workshopping/Rehearsal in class time.
		31	Worksheet 3	
13	April	5	Weekly	Workshopping/Rehearsal in class time
		7	Reflection 7	Preview Presentation of Scene 3 in Class.
14		12		Final Dress Rehearsal for Drama Scenes Presentation
		14		Drama Scenes Pre-show Set-up and Warm-up; Presentation: and Post-show Pizza
		16	Final Reflective Paper.	
			Submit via email	
Drama Scenes Performance – April 14, Time TBA End of term Interview/Evaluations April 19, 20, 21				

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

ADDITIONAL INFORMATION:

Last day to add or drop courses in most programs is January 13rd, 2016. Last day to withdraw from classes with a grade of W is March 7th, 2016.

Any changes to this syllabus will be discussed in class.

DR1490 Students Winter Term 2016:

Welcome to DR1490! This course provides opportunities for both personal and artistic growth. I invite you to embrace those opportunities wholeheartedly and wish you the all the best in your endeavours this term. Break-a-leg!

Dr. David H. K. Berezan