

American College Dublin

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PA410 THEATRE CRAFT 3

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|----------------|-------------------------------|
| Credits: | 3 US credits / 6 ECTS credits |
| Credit level: | Stage three |
| Prerequisites: | None |
| Mandatory: | No |
| Contact hours: | 40 |
| Academic Year: | 2016/17 |
| Semester: | 2 |
| Lecturer: | Joe Devlin |

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

At the end of this course students should have attained the following learning outcomes:

1. an awareness of the variety of and range of discrete skills and competencies that are part of the craft of live theatre;
2. an understanding of some of the important technical, practical and literary components of theatre craft;
3. a competency in demonstrating and applying some of the important technical, practical and literary components of theatre craft;
4. an ability to take the knowledge skills and competencies examined in the theatre craft class and develop them independently in self-directed continuous learning.

Learning outcomes 1-2 will be assessed by continuous assessment exercises, and 1-4 by a final practical performance exercise.

MODULE OBJECTIVES

The course requires students to examine and develop a range of technical skill sets, performance methodologies, textual analysis approaches, and performing arts career development areas. The course is intended to encompass a variety of advanced areas in the performing arts, many of which are not necessary to take as full courses but to which a performing arts student may usefully be exposed. The topics under review will differ in content and focus from semester to semester according to the areas of specialisation of the instructors. Students are expected to spend a considerable amount of time researching and developing the areas considered in the class in self-

directed learning, both individually and in groups. A small number of topics will be selected for consideration in class from a suite that may include Stanislavski technique, view pointing, improvisation, solo performance, combat, clowning, mime, lighting, make-up, costume, textual analysis of dramatic works for the theatre, managing a studio venue for live theatrical performance, auditioning, photographic and portfolio preparation, and other technical and performance areas and methodologies.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. Among these are planned to be the following topics:

- Introduction to some of the main aspects of theatre craft, that may include Stanislavski technique, view pointing, improvisation, solo performance, combat, clowning, mime, lighting, make-up, costume, textual analysis of dramatic works for the theatre, managing a studio venue for live theatrical performance, auditioning, photographic and portfolio preparation, and other technical and performance areas and methodologies;
- Directing and producing;
- Stagecraft;
- Dramaturgy;
- The history and development of performance theory and acting methodologies;
- Voice and vocalisation on stage.

REQUIRED TEXT

Kogler Carver, Rita, *Stagecraft Fundamentals: A Guide and Reference for Theatrical Production*, 2nd Edition, Focal Press, 2013.

Tobie S. Stein, Jessica Bathurst, *Performing Arts Management: A Handbook of Professional Practices*, Allworth Press, 2008

SUPPLEMENTARY READING LIST

Robert Barton, *Acting: Onstage and Off*, Boston: Wadsworth, 2012;

Christopher Baugh, *Theatre, Performance and Technology: the Development of Scenography in the 20th Century*, Basingstoke: Palgrave Macmillan, 2005;

Robert H. Blumenfeld, *Accents: A Manual for Actors*, Limelight Editions 2004;

Marvin Carlson, *Performance: A Critical Introduction*, New York-London: Routledge, 2nd Edition, 2004 (1996);

Roselee Goldberg, *Performance: Live Art Since 1960*, New York: Harry N., 1998;

Performance Art: From Futurism to the Present, London: Thames and Hudson, 2001;

Amelia Jones, Adrian Heathfield, eds., *Perform, Repeat, Record: Live Art in History*, Bristol: Intellect, 2012;

INTERNET WEBSITES

www.artslynx.org

www.performingarts.net

www.talkinbroadway.com

www.theatre-link.com

www.theatrelibrary.org

www.wwar.com

MODULE LEARNING ENVIRONMENT

The physical structures of the learning environment include a rehearsal and performance space (Black Box), an off-site dance studio, lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include six hours of practical instruction and two hours of classroom instruction combining elements of seminar and tutorial per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- class participation, including attendance, appropriate conduct, active involvement in class activities (20%);
- assessment of class exercises (50%);
- reflective paper of 1,500 words on the activities and techniques reviewed in the class (30%).

The assessment requirements and the divisions of grades within these components will be discussed in class

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

ACADEMIC DISCIPLINE

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will deducted for each instance of an unexcused lateness (up to half an hour after the scheduled commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

Students are required to use academic techniques of source referencing in order to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.