

Las Positas College  
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**Course Outline for THEA 5**  
**THEATER FOR YOUNG AUDIENCES**  
**Effective: Fall 2017**

**I. CATALOG DESCRIPTION:**

THEA 5 — THEATER FOR YOUNG AUDIENCES — 3.00 units

Introduction to the history, theory, and techniques of theater for young audiences. Creation, including possible props, puppets, masks, and costumes, and performance of a theatrical production to be performed for local K-12 students. All enrolled will be a part of the production and will learn aspects of touring a show including public relations, audio, and transportation. Casting is subject to audition.

3.00 Units Lecture

**Strongly Recommended**

THEA 1A - Theory/Practice of Acting I  
 with a minimum grade of C

**Grading Methods:**

Letter or P/NP

**Discipline:**

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering this course, it is strongly recommended that the student should be able to:**

A. THEA1A

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Articulate and apply knowledge of the history of children's theater and its role in society to performance and written work;
- B. Assess the historical relevance, context, and importance of specific plays for young audiences;
- C. Analyze the role of children's theater and its relationship to other theater;
- D. Apply skills in helping to create all aspects of a touring children's show, including costumes, props, audio effects, set building, stage managing, public relations, and transportation;
- E. Evaluate and analyze a script for rehearsal and performance;
- F. Create and dramatize the verbal and nonverbal elements of a character in rehearsal and performance;
- G. Perform utilizing specific techniques of acting and stagecraft that are unique to theater for young audiences;
- H. Implement a cooperative work ethic with all members of the theatrical production;
- I. Evaluate the student's performance and the overall production.

**V. CONTENT:**

- A. Overview of the history of children's theater
- B. Analysis of the historical relevance, context, and importance of specific plays for young audiences
  - 1. Productions
  - 2. Scripts
    - a. Original
    - b. Adapted
- C. Comparison between theater for young audiences and theater for adult audiences
  - 1. Similarities
  - 2. Differences
- D. Benefits of children's theater
  - 1. Benefits for young audiences watching live performance
  - 2. Benefits for adults performing for children
- E. Appropriate ways to deal with children as audiences
- F. The show: Introduction to the play, playwright, style, and background
  - 1. Auditions and casting
  - 2. Rehearsals

- a. Memorization of lines
- b. Character work
  - 1. Analysis and research
  - 2. Physical life
  - 3. Vocal life
  - 4. Inner life
- c. Coaching by director
- d. Individual, group and full-cast work
- e. Pacing
- f. Polishing
- g. Sustaining characterization, energy, freshness
- 3. Technical and production aspects
  - a. Building the set
  - b. Creating costumes
  - c. Creating props
  - d. Sound effects and music
  - e. Social media and publicity
  - f. Transportation
- 4. Run throughs
- 5. Technical and dress rehearsals
- 6. Etiquette for a children's touring show
- 7. Performances at local schools for children
- 8. Performances on-campus for the public
- G. Evaluation of the student's and show's success
  - 1. Criteria of effectiveness
  - 2. Thank you's to area schools

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Classroom Activity** -
- D. **Individualized Instruction** - Coaching, feedback, and guidance from the director/instructor
- E. **Field Trips** - To local schools to perform for elementary and/or middle school children
- F. Individual study, research, and creative work by actors and technical crew
- G. Entire cast and small group rehearsals

#### VII. TYPICAL ASSIGNMENTS:

- A. **Historical Evaluation Paper:** Write a 2-3 page paper on a key figure and/or work of Children's Theater (such as Charlotte Chorpenning) exploring culture and artistic contributions.
- B. **Script Analysis Presentation:** Provide a thorough analysis of a written work of children's theater, either published or original. Present your ideas in an creative oral presentation of 3-5 minutes.
- C. **Character Analysis Paper:** Write a 3 - 4 page character analysis of the character you are playing. Include a biography, physical characteristics, inner life, objectives, strategies, and obstacles.
- D. **Costume or Prop Creation:** Build a part of your costume or a prop for the show that your director has assigned you. Be clear about keeping with the director's vision for the show, keep your director updated about your progress, and finish your creation by the due date.
- E. **Compare/Contrast Presentation:** View two live or recorded children's theater performances and compare and contrast the show you are currently preparing with them. Include a synopsis and historical information, and your thoughts about character, setting, staging, and themes. Make sure to include specific examples from the shows. Present your ideas in an creative oral presentation of 6 - 10 minutes.
- F. **Reflection Paper:** Write a 4 - 6 page paper expressing your thoughts about the success of the show, how you felt about performing in front of children, and what you learned (and also what you felt you didn't learn but should have) from the experience.

#### VIII. EVALUATION:

- A. **Methods**
  - 1. Papers
  - 2. Oral Presentation
  - 3. Class Participation
  - 4. Class Work
  - 5. Home Work
  - 6. Class Performance
  - 7. Final Public Performance
  - 8. Other:
    - a. Methods
      - 1. Participation in class activities and rehearsals
      - 2. Completion of assigned tasks as actor or backstage worker
      - 3. Attendance and punctuality
      - 4. Graded oral presentation
      - 5. Graded papers
      - 6. Participation in school and public performances
      - 7. Graded quality of performances and technical work
- B. **Frequency**
  - 1. Frequency
    - a. Weekly participation in class activities and rehearsals
    - b. Timely completion of weekly tasks as actor or backstage worker
    - c. Punctual attendance at each class session and all performances
    - d. At least one oral presentation
    - e. Recommended 2 - 3 graded papers
    - f. Participation in all (6 - 8) school and public performances
    - g. Recommended at least one graded performance and/or technical work

#### IX. TYPICAL TEXTS:

- 1. Bailey, Richard, and Mme. deChatelain. *Famous Victorian Fairy Tales*. 1st ed., CreateSpace Independent Publishing Platform, 2015.
- 2. Maguire, Tom, and Karian Schuitema. *Theater for Young Audiences: A Critical Handbook*. 1st ed., Trentham Books, 2013.
- 3. O'Toole, John, Ricci-Jane Adams, and Michael Anderson. *Young Audiences, Theatre and the Cultural Conversation*. 1st ed., Springer, 2013.
- 4. Reason, Matt. *The Young Audience: Exploring and Enhancing Children's Experiences of Theater*. 1st ed., Trentham Books, 2010.

5. Script of the play being performed

X. OTHER MATERIALS REQUIRED OF STUDENTS:

A. Possible acquisition of materials for costume and props