

Basic Acting (Voice) /TH 246.01/ Fall 2006

Professor Michael J. Smith

Office MC 101- 963-1781 (Hrs. M-R 10-11, M & W 2-3, or by appt.)

Class meets T & R from 1-2:50 p.m. in HB 118

Text- *An Actor Prepares*, by Constantin Stanislavski

Fundamentals of Voice and Articulation, by Lyle V. Mayer

Prerequisites: TH 244, TH 245

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OBJECTIVES

Demonstrate the proper breathing, relaxation and other vocal techniques used in performance including emotionally centered voice work.

Demonstrate knowledge of the physiological fundamentals of vocal production.

Perform material free of regionalisms in the student's speech. Demonstrate the ability to use them or lose them, as desired.

Develop a way of exploring the text that will encourage the student toward greater confidence and practice of the student's own unique "best" voice.

ASSESSMENT

Students will practice exercises both in and outside of class, integrating concepts and techniques from reading and in-class examples.

Through analysis, illustration and explanation, students will be able to identify, assess and describe the basics of the voice and vocal production.

Through examples, repetition, recitation and evaluation, students will be able to recognize and, under supervision, eliminate their various regionalisms.

Students will assess, appraise, and evaluate theirs and others' vocal production. Through constant practice, students will be able to reproduce their best voice in all situations.

Class rules and policies:

Promptness and attendance- The most important aspect of this class is the in-class instruction and practice of new vocal techniques. This cannot be "made up" at a later date and "extra credit" cannot be done to better the grade. Nothing can take the place of being in class and working daily to improve vocal production.

Attendance Policy: Students are allowed three unexcused absences. After each absence subsequent to the third, the student's grade will go down 5%. An excused absence is one that has been prearranged and approved by me. (For example, those who are touring a drama department production will be permitted excused absences for the days on which you tour.) **If you know of any conflicts in**

your schedule due to other university obligations or of a personal nature, it is your responsibility to notify me at the earliest possible moment.

Late Assignments- Since the planning of this course is dependent on information learned and applied in a sequential way, it is critical that assignments are performed on schedule. Efforts will be made to accommodate those students with excused absences. Those who fail to show up for days when scenes are presented will receive an F for that assignment. Failure to complete any or all assignments may result in failure of this class.

Course Requirements: Prerequisites are TH 107 and TH 166.

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

Theatre Arts Mission Statements

University Mission;

“Docendo Discimus” (By Teaching We Learn)

Department Mission; The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning; in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community

Center for Teaching and Learning Theme; “facilitators of learning in a diverse world”

Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers;

- Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning environment can improve the learner’s ability to state her case, can widen perspective, and can motivate learning.

- Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning. It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.

Teacher Certification Standards met in this course can be found at http://www.cwu.edu/~theatre/program/undergrad/ed_standards.html

Grading-	Attendance, participation, effort and improvement	20%
	Writing assignments	20%
	Preparation and performance of a monologue	10%
	Preparation and performance of a sonnet or poem	10%
	Fairy tale	20%
	2 quizzes on text and lecture material (10 pts. each)	20%
	Total	<u>100%</u>

Interpretation of Grading:

A = Excellent effort, level of accomplishment, level of talent as close to perfect as one can get at this level of training or tremendous growth from the beginning of the quarter, excellent concentration, outstanding attitude. Evidence of daily practice outside of class.

A- = Excellent effort, a high degree of accomplishment and talent with some small areas still needing improvement, but overall excellence and high degree of concentration. Evidence of daily practice outside of class.

B+ = Good effort, level of accomplishment, growth, talent. Far better than average with continued work needed in at least one or two major areas. High degree of class concentration. Evidence of daily practice outside of class.

B = Good effort, level of accomplishment, growth and moderate talent. Concentration in class good but not excellent. Growth strong but not outstanding. Evidence of daily practice outside of class.

B- = Better than average but only slightly. Indicates that potential was not realized to the degree instructor felt it could have been. Fair level of effort and concentration. Only a moderate level of talent or work put into class. Evidence of practice outside of class three times weekly.

Any C's = Average in all areas with varying degrees of accomplishment indicated by the exact grading. If a student is in this range they should be seriously examining whether they should be majoring in theatre or figuring out with the professor's help why they are not realizing their potential. Evidence of practice outside of class two or less times weekly.

Any D's or F = Student has failed to meet the requirements of the class, has showed little or no growth, lacks the talent necessary to continue on or has such serious problems with concentration that it is the instructor's view that this student will not be able to continue on successfully in the profession of acting. Evidence of no outside practice.

96-100=A, 91-95=A-, 87-90=B+, 83-86=B, 79-82=B-, 75-78=C+, 71-74=C, 67-70=C-, 63-66=D+, 60-62=D below 60=F