

In this beginning course we will focus on the performer creating a world in which his/her imagination can flourish.

Goals to be accomplished include:

- Exploring and freeing the student's 'tools'...voice, body and imagination
- Creating the world of the character
- Speaking and listening "truthfully"
- Developing trust and discipline with fellow-actors
- Visualizing and exploring imagery
- Defining action and obstacles
- Developing subtext

CLASS PARAMETERS

All exploration of concepts will require FULL PARTICIPATION in each class session. Although very little written work* is required, a tremendous amount of student-actor involvement and demonstration is required *in every class session*. No one is an observer. Everyone is a participant. Therefore PUNCTUALITY AND ATTENDANCE ARE OF PRIME IMPORTANCE.

The work that we do cannot be 'made up' at home.

No "Incompletes" are given for this class.

NOTE: Any student who is not prepared or not in attendance for a performance assignment will receive a failing grade for that assignment. Performance assignments cannot be 'made-up'.

ASSIGNMENTS AND GRADING

1. *Each student will purchase a notebook that will be the class journal. You will be given time at the end of each class to write your thoughts about personal responses and discoveries. Sometimes we will have written "exercises." Sometimes I will pose questions to be answered. These will also be used to log work and responses to that work that is done in preparation for class. Each entry should be dated.
In-class performances/participation/attendance and above journal = 40% of your grade.
2. Class videos: "Fires in the Mirror," "A Raisin in the Sun" and several "Actor's Studio" guides will be given to you to complete while viewing. The number of "Actor's Studio" videos will be dependent upon the time that we have. **20% of your grade.**
3. "Interview" monologues (based on "Fires in the Mirror" see above). Each student will choose an important social issue like homelessness, prejudice, intolerance, health care and develop a set of interview questions. You will then select 3 very different people (not all can be family and friends!) and interview them. You should tape this interview and take copious notes on style of dress, gesture, facial expression and attitude. Each student will "perform" these "characters" as individual monologues. **20% of your grade.**
4. Final scene performance with accompanying *character bio and worksheets.

WEEKLY SCHEDULE (Subject to Change, so stay alert!)

WEEK 1

T May 4

Introduction to Course; Student Introductions: Name Game; Ensemble story: "Crashing Into Theatre" ex.

TH May 6

ASSIGN: Introductory Performances. Have journals by Thursday
Games; Dealing with "Stage Fright," Introductory performances
ASSIGN: "Lies Like Truth" Describe an incident that happened to you ...twice...one will be true, one will be a VERSION of the truth...a lie.

WEEK 2

T May 11

Games; "Lies Like Truth" performances; Voice and Body Exercises
ASSIGN: Nursery Rhyme: Intro self, say name of poem; say it; then ACT it; You can change the words, be all the characters (Stay in own "bubble"); create the character's world...NOT a "show and tell." Scenes handed out; look over and think about your character before next class.

TH May 13

Games; Nursery Rhyme Performance "The Job of Acting" lecture/ex.
ASSIGN: Complete Character Analysis form (in pencil)

WEEK 3

T May 18

Games: "Actor's Basic Skills/Tools" Ex.
Video: "Fires in the Mirror"

ASSIGN: Due **Week 5 June 1**: "Interviews" Best to make up about 6-8 questions (not Yes/No questions). Tape or write their responses. Note their tone of voice, gestures, facial expressions, dress. You may use a few props or costume pieces. You will perform like Anna Deavere Smith. Memorized.

TH May 20

Games; "Moving on the Stage" Blocking rehearsals with your partner. DON'T FORGET YOUR SCRIPTS! This is one of only a few class times given for rehearsal.
ASSIGN: "A Raisin in the Sun" read... Choose a character that you will focus your attention on next week.

WEEK 4

T May 25

Games: **Video**: Part I "A Raisin in the Sun" Complete Production Critique

TH May 27

Games: **Video**: Part II " " " " " "

WEEK 5

T June 1

Games: Performances of "Interviews" and critiques

TH June 3

Games: Open Scenes **Video**: Actor's Studio
ASSIGN: 1st performance of your scenes. Get together with your partner between now and Tuesday for a 1 hour rehearsal. You should be "off book" by this time (scenes memorized).

WEEK 6

T June 8

Games: Performance of scenes for feedback.
ASSIGN: Each student should bring one prop (e.g. a letter, frying pan, fork, coffee pot, stuffed animal, phone, flashlight...practically ANYTHING you might have around the house).

TH June 10

Games: Prop exercise **Video**: Actor's Studio

Week 7

T June 15

Games: "Rehearsal Techniques"/ "Responding to Plays"
Class over at 7:00 for student rehearsal time.

TH June 17

FINAL: Graded Performances of Scenes
Turn in final draft of character analysis.

