

The Art of Acting
THEA 2311-006-1088
SEMESTER Jan Term 2020

Instructor: Blake Hackler
Schedule: Daily 9am-12pm, 1pm-4pm
Location: SMU – Dallas, Owen Fine Arts Center 1430 and B450
Office Hour: By Appointment
E-mail: jhackler@smu.edu

Course Overview/ Learning Outcomes:

Pillars- Creativity and Aesthetics- (Level 1)

1. Students will be able to identify methods, techniques, or languages of a particular art form, creative endeavor or craft(s) and explain how those inform the creation, performance or analysis of creative work. (Level 1)
2. Students will be able to demonstrate an understanding of concepts fundamental to the creative impulse through analysis, performance, or creation. (Level 1)

Proficiencies and Experiences- Oral Communication

1. Students will be able to select and use appropriate forms of evidence in a public presentation.
2. Students will be able to design verbal messages to suit particular audiences and purposes.
3. Students will be able to use visual cues (such as presentation software, staging, props, costumes, makeup, and gesture) to enhance a public presentation.

Disability Accommodations:

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call [214-768-1470](tel:214-768-1470) or visit <http://www.smu.edu/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Attendance:

- There is **no late admittance**. Be ready to play at 9:00 A.M.
- **3 tardies** will result in an unexcused absence.
- You are allowed **NO** unexcused absences for the class. It's 8 DAYS! Any absence will result in the drop of one-half letter grade to your final grade of the semester. (A to A-, A- to B+, B+ to B, etc. More than three absences and you will fail the class.
- An absence is defined as missing either the morning or the afternoon section of a class. Miss a full day and that's two absences.

Excused Absences for University Extracurricular Activities: Students involved with any University based competitions, performances or sporting team events that conflict with class time must submit all dates they will be absent by (insert date) in written format. It is the responsibility of the student to make arrangements with the instructor prior to make up for any missed class time or assignments. (University Undergraduate Catalogue)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Dress Code:

Students are required to wear clothing that allows for unrestricted movement to each class. The main focus of our work takes place on our feet, so students must feel comfortable and able to move without restrictions. Try to avoid: skirts, dresses, high heels, and tight fitting clothing. Examples of appropriate clothing include, but are not limited to: workout clothing, dance attire, sweatpants, jeans, t-shirts, and sneakers.

Required Material & Text:

- Elinor Fuchs – *Visit to a Small Planet* – provided – **please read prior to class**
- *All My Sons* by Arthur Miller: **Please read prior to the start of the session and have available every time we meet.**
- *She Kills Monsters* by Qui Nguyen – will be sent
- *Letters to a Young Artist: Straight-up Advice on Making a Life in the Arts - For Actors, Performers, Writers, and Artists of Every Kind*, by Anna Deavere Smith – **see day by day for reading assignments**

Assignments:

Students will complete assignments in and out of class. Minimum application by the student to the assignments will result in an average grade of C. Maximum application by the student to the projects can result in an A. Please see the attached rubric for how work in this course will be considered and graded.

In Class Participation: One can only learn acting by **DOING**. Therefore, it is imperative to your success in the class that you are present, on time, and ready to work. You will be graded on your willingness to participate, both in discussion and in exercises, on your working relationship with your partners in etude and scene work, and on your willingness to work as part of a larger ensemble.

Etude Assessment: You will turn in an Etude Assessment for both Etudes worked on in class. See the template. Assessments are due the day after your Etude goes up in class. These assessments will be scored for their ability to fulfill CA Pillar 1 – please be thoughtful and use language introduced in class to analyze your work in the Etude/Scene.

Five Question Breakdown: You will do a breakdown of *All My Sons* using the Five Questions document.

Letter to a Young Artist Response: On the last day of class, you will turn in a written response to LTYA. It must be at least a page and a half, and list at least ten quotes or observations or insights from the reading that you found interesting, challenging, spectacular, ridiculous, etc. and WHY you found those particular passages of interest.

Reflection Paper You are required to write a reflection paper on the learning in class, between ½ to a page. You will be sent a template to use for reference. This paper will be due the last day of class.

Grading:

Reflection Paper: 15 pts

Etude Assessment: 15 pts

Five Questions: 10 points

Letters TYA: 10 points

In Class Participation: **50pts**

A 100-96 C+ 75-71

A- 95-91 C 70-66

B+ 90-86 C- 65-61

B 85-81 F 60-0

B- 80-76

SCHEDULE:

***Please note - this schedule is fluid. Both it and the syllabus are subject to change at the discretion of the instructor without prior notice to the student

***LtaYA* = *Letters to a Young Artist*

WEEK 1

Class 1 (Monday, January 6)

Morning

WEAR CLOTHES TO MOVE IN

Due: Etude #1 Memorized
LtaYA -Preface, Introduction, *Basics*

Physical Work

Afternoon

Continue Physical work

Class 2 (Tuesday, January 7)

Morning

Due: LtaYA – Relationships

Afternoon

Due: Please bring a PERSONAL Object you don't mind passing around. It must have a story behind it and a meaning to you

Class 3 (Wednesday, January 8)

Morning

Due: LtaYA Work
The Power Game

Afternoon

Due: All My Sons Reading
The Power Game cont.
All My Sons analysis – take good notes – this can form the basis of your Five Questions analysis

Class 4 (Thursday, January 9)

Morning

Due: LtaYA – Matters of Mind and Heart

Etude #1 Work

Afternoon

Etude #1 Work

Homework:

Etude #1 Assessment Sheet
All My Sons Five Questions Analysis
LOTS TO DO TONIGHT

Class 5 (Friday, January 10)

Morning

Due: LtaYA – Keeping The Faith
All My Sons Five Questions Analysis
Etude #1 Assessment Sheet

Viewing Assignment /Etude #2

Afternoon

Viewing Assignment/Etude #2

Weekend Homework

- Read She Kills Monsters by Qui Nguyen and be ready to discuss Monday
- Etude #2 assessment sheet

WEEK 2

Class 6 (Tuesday January 14)

Morning

Due: She Kills Monsters reading – read twice and be ready to discuss through Fuchs lens

LtaYA – Art and Society/Death of Cool
Etude #2 assessment sheet

Hot Seats

Afternoon

She Kills work in class

Class 7 (Wednesday, January 15)

Morning

Viewing assignment

Afternoon

In Class rehearsals

Class 8 (Thursday, January 16)

Morning

Due: *LtaYA Response paper*
In class rehearsals and performance

Afternoon

In-Class Presentations/wrap up
Reflection Paper Due by end of class

CATEGORY	Exemplary 96-100	Accomplished 86-95	Developing 76-85	Beginning 66-75	Absent below 65
Cultivate an Understanding of the Vocabulary of Acting and its Techniques (Includes the Assessment of Personal Work and that of Others)	Student shows a full understanding of the vocabulary of acting and is able to fully evaluate his/her own process and that of others using in-class language.	Student shows a moderate to full understanding of vocabulary of acting and is able to fully evaluate his/her own process. In addition, he/she shows some ability to assess others' work using in-class language.	Student shows a moderate understanding of vocabulary of acting and is able to partially evaluate his/her own process. In addition, he/she attempts to assess others' work using in-class language.	Student shows a minimal understanding of vocabulary of acting and is able to partially evaluate his/her own process.	Student shows little to no understanding of vocabulary of acting, is unable to evaluate his/her own process.
Explore and Implement Acting Techniques in Practical Performance and Creative Situations	Student displays full implementation and approaches mastery of skills introduced during the semester. In addition, he/she is always willing and able to explore, play, take direction, and make changes when asked.	Student displays high degree of implementation and proficiency in skills introduced during the semester. In addition, he/she is consistently willing and often able to explore, play, take direction, and make changes when asked.	Student displays some implementation and approaches proficiency in skills introduced during the semester. In addition, he/she is consistently willing to explore, play, take direction, and attempt make changes when asked,	Student displays minimal attempts at implementation of and proficiency in skills introduced during the semester, though rarely willing and/or able to play, explore, take direction, and make changes when asked.	Student makes little to no attempt to implement and displays minimal to no proficiency in skills introduced during the semester. He/she is unable and/or unwilling to play, explore, take direction, or make changes when asked.
Actively Engage with and Participate in Reading Assignments, Discussions, Exercises, Games, and Warm-ups	Student actively participates in and fully commits to all in-class activities and completes all reading assignments.	Student participates in all in-class activities though with less-than-full commitment and completes all reading assignments.	Student participates in most in-class activities and does so with less-than-full commitment and completes most reading assignments.	Student participates minimally during in-class activities and completes at least 1 reading assignment.	Student participates minimally or not at all during in-class activities and completes none of the reading assignments.
Exhibit an Understanding of and a Willingness to Implement the Degree of Preparation Needed for an Actor to Be Successful	<u>Fully Prepared</u> (memorized by due date, if not before; extensive work on given circumstances/ objectives/ actions/obstacles out of class and reflected in class; always brings necessary prop/ costume/set pieces; always present for rehearsals/in-class work)	<u>Very Prepared</u> (memorized by due date, mild shakiness after; fully considered given circumstances/ objectives/ actions/obstacles out of class; always brings necessary prop/ costume/set pieces; always present for rehearsals/in-class work)	<u>Moderately Prepared</u> (memorized, though still noticeably shaky after due date; acceptable work on given circumstances/ objectives/ actions/ obstacles out of class; brings necessary prop/ costume/set pieces most of the time; consistently present for rehearsals/in-class work)	<u>Minimally Prepared</u> (some, but not full memorization by due date; little work on given circumstances/ objectives/ actions/ obstacles out of class; brings some prop/ costume/set pieces some of the time; consistently present for rehearsals and in-class work)	<u>Not Prepared</u> (not memorized; little to no work on given circumstances/ objectives/ actions/ obstacles in or out of class; consistently does not bring necessary prop/ costume/set pieces; consistently not present for rehearsals/in-class work)

