



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW:** 2010-2011

*(i.e. 2006-2007)*

**NEXT REVIEW:** 2016-2017

*(i.e. 2011-2012)*

**STATUS:** A

*(A, I, D)*

**COURSE TITLE:** Theatre Appreciation

**COMMON COURSE NUMBER:** THE 2000

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: 48

Lab:

Clinic:

Other:

**PREREQUISITE(S):** None

**COREQUISITE(S):** None

**PRE/COREQUISITE(S):** None

**COURSE DESCRIPTION:** A course designed to acquaint the student with the elements of theatre and how they combine and interact to create the live theatre experience. Lecture and discussion will investigate the nature and art of theatre, while the viewing of filmed and live stage plays will furnish examples of the various dramatic genres, including tragedy, comedy and musical theatre.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):

Area 2

General Education Requirements – Associate in Science Degree (AS), meets Area(s):

Area 2

## UNIT TITLES

1. The Audience
2. The Critic
3. Dramatic Structure, Purpose and Point of View
4. The Actor
5. The Director and Producer
6. Stage Spaces
7. Scenery
8. Costumes
9. Lighting and Sound

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

|  |  |
|--|--|
| <b>Course must include <u>all</u> of the following:</b>  |  |
| <b>1. Read with critical comprehension**</b>   | 1.1, 1.7, 2.7, 3.1, 3.2, 3.6, 3.8, 4.8, 5.7, 6.7, 6.8, 7.8, 8.5, 9.7         |
| <b>2. Write clearly and coherently**</b>   | 1.7, 2.3, 2.7, 3.4, 3.8, 4.8, 5.3, 5.7, 6.7, 6.8, 7.4, 7.8, 8.5, 9.7         |
| <b>3d. Demonstrate literacy as appropriate within a given discipline**</b>   | 1.6, 3.5, 3.7, 4.3, 4.7, 5.1, 7.1, 8.1, 9.1 (all refer to cultural literacy) |
| <b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>  | 1.6, 2.2, 2.3, 3.7, 4.5, 5.4, 6.1, 7.2, 8.1                                  |
| <b>Course must include at least <u>one</u> of the following:</b>   |  |
| <b>5. Differentiate between ethical and unethical behavior</b>   |  |
| <b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b> |  |
| <b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>  | 1.4, 1.6, 3.3, 3.5, 3.6, 3.7, 4.1, 4.3, 4.7, 6.1, 7.2, 8.1                   |
| <b>8. Speak and listen effectively.</b>  |  |

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

|  |   |
|--|---|
| 1. Portfolio                                     |   |
| 2. Short essays                                  | 1.1, 1.6, 2.4, 2.5, 3.6, 4.2, 4.3, 5.4, 6.1, 6.7, 7.1, 7.2, 8.1, 9.1, 9.6 |
| 3. Research Papers                               |   |
| 4. Group projects                                | 3.6, 5.4, 6.7   |
| 5. Discussions (In class)                        | 1.1, 1.2, 2.2, 2.3, 2.5, 3.5, 3.7, 4.1, 4.5, 6.1, 7.2, 8.1                |
| 6. Multiple Choice tests                         | 1.7, 2.7, 3.8, 4.8, 5.7, 6.8, 7.8, 8.5, 9.7                               |
| 7. Presentations                                 | 3.6, 5.4, 6.7   |
| 8. Service Learning Projects                     |   |
| 9. Quizzes (pop, announced, etc.)                | 1.7, 2.7, 3.8, 4.8, 5.7, 6.8, 7.8, 8.5, 9.7                               |
| 10. Take-home tests                              |   |
| 11. Summaries, critiques, and analyses           | 1.6, 2.2, 2.4, 3.1, 3.2, 3.5, 3.6, 3.7, 4.3, 4.5, 5.4, 5.5, 6.7, 7.2, 8.1 |
| 12. Reaction papers                              |   |
| 13. Surveys                                      |   |
| 14. Performance                                  |   |
| 15. Short answer tests                           | 1.7, 2.7, 3.8, 4.8, 5.7, 6.8, 7.8, 8.5, 9.7                               |
| 16. Classroom debates and colloquia              | 2.2, 3.5, 4.5, 6.7  |
| 17. Blogs, wikis, web pages                      |   |
| 18. Other (Analysis of live theatre performance) | 4.9   |

## **UNITS**

### **Unit 1 The Audience**

#### **General Outcome:**

- 1.0 The student shall through reading, writing and tests, define the role the audience plays during a live theatre production**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Describe the relationship between the performers and the audience from assigned readings.**
- 1.2 Recognize live theatre as a group experience for the audience.**
- 1.3 Define the difference between the roles of the performers and the audience.**
- 1.4 Explain how the imagination of the audience contributes to the live theatre experience.**
- 1.5 Cite the difference between realism and nonrealism across the ten elements of a live theatre production.**
- 1.6 Evaluate the manner in which the background of the individual spectators can affect the expectations of the audience.**
- 1.7 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to the audience on tests.**

Common Course Number: THE2000

**Unit 2 The Critic**

**General Outcome:**

- 2.0 The student shall: Through reading, writing and tests, describe and analyze the nature and role of the theatre critic.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1 Define criticism as it relates to a live theatre production.**
- 2.2 Identify the necessary background a theatre critic should possess.**
- 2.3 List and assess the criteria for appraising a live theatre production.**
- 2.4 Compare and contrast descriptive versus prescriptive theatre criticism.**
- 2.5 Explain the difference between fact and opinion in theatre criticism.**
- 2.6 Cite the difference between the reviewer and the critic.**
- 2.7 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to the theatre critic on tests.**

Common Course Number: THE2000

**Unit 3 Dramatic Structure, Purpose and Point of View**

**General Outcome:**

- 3.0 The student shall: Through reading, writing and tests, identify and interpret the dramatic structure and genre of a play and explain how the subject, purpose and point of view of dramatic literature affect the live theatre experience.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1 Analyze dramatic literature and assess its genre, listing defining characteristics.**
- 3.2 Analyze dramatic literature and assess its structure.**
- 3.3 Describe what focus and emphasis refer to in a play.**
- 3.4 List the various purposes of the theatre event.**
- 3.5 Define point of view and conclude how it affects the perceptions of the audience during the play.**
- 3.6 Identify the dramatists's personal point of view in a dramatic work and explain how it affects the perceptions of the audience, as well as the director and other theatre artists.**
- 3.7 Assess the relationship between the point of view of the society in which a play is written and the point of view of the play.**
- 3.8 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to purpose and point of view on tests.**

Common Course Number: THE2000

**Unit 4 The Actor**

**General Outcome:**

- 4.0 The student shall: Through reading, writing and tests, compare and contrast the characteristics of stage acting versus “acting” in everyday life, and describe the historical evolution of Constantin Stanislavski’s “System” of acting.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Describe the type of “acting” people do in their everyday interactions with others.**
- 4.2 Compare and contrast acting for the stage or film and the type of “acting” people do in everyday life.**
- 4.3 Describe the historical development of acting style from the theatre of Greece, 5<sup>th</sup> century BC, through the introduction and predominance of realistic acting.**
- 4.4 Identify Constantin Stanislavski as the father of realistic acting technique and describe the principles of his “System” of acting.**
- 4.5 Evaluate the later interpretations of Stanislavski’s approach to acting.**
- 4.6 Explain the contemporary principles of training the actor’s voice and body.**
- 4.7 Identify the acting training techniques borrowed from other disciplines.**
- 4.8 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to acting on tests.**
- 4.9 Appraise acting techniques of a live performance.**

Common Course Number: THE2000

## **Unit 5 The Director and Producer**

### **General Outcome:**

- 5.0 The student shall: Through reading, writing and tests, describe the historical emergence of the director and producer, and their roles and responsibilities during a play production.**

### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Cite the reasons a director became necessary in the theatre.**
- 5.2 Describe the director's process of choosing a script and identifying the spine of a play.**
- 5.3 List and categorize the principal styles a director might employ.**
- 5.4 Explain directorial concept and assess two ways it might be applied.**
- 5.5 Cite the steps in the director's production process, from casting through opening night of the production, and describe his or her responsibilities in working with the designers.**
- 5.6 Describe the role and responsibilities of the producer.**
- 5.7 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to the director and producer on tests.**

Common Course Number: THE2000

**Unit 6 Stage Spaces**

**General Outcome:**

- 6.0 The student shall: Through reading, writing and tests, identify and categorize the different types of stage spaces, their historical development, and explain the advantages and disadvantages of each.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1 Analyze how the atmosphere of the theatre building affects the audience.**
- 6.2 Describe the proscenium arch stage, its history and its advantages and disadvantages.**
- 6.3 Describe the arena stage, its history and its advantages and disadvantages.**
- 6.4 Describe the thrust stage, its history and its advantages and disadvantages.**
- 6.5 Describe created or found space, its history, purpose and qualities.**
- 6.6 Describe alternate types of stage spaces and their qualities.**
- 6.7 Read a piece of dramatic literature and assess the ideal stage space for a production, defending this proposal.**
- 6.8 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to stage spaces on tests.**

Common Course Number: THE2000

**Unit 7 Scenery**

**General Outcome:**

- 7.0 The student shall: Through reading, writing and tests, explain the role of scenic designer in the theatre.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 7.1 Cite a brief history of stage design.**
- 7.2 Compare and contrast examples of scenic design in everyday life with scenery for the stage.**
- 7.3 Identify and explain the objectives of scenic design.**
- 7.4 List the practical aspects of scenic design.**
- 7.5 Describe the materials of scenic design and special effects related to scenery.**
- 7.6 Cite the elements of scenic design.**
- 7.7 Define the steps in the scenic design process.**
- 7.8 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to scenery on tests.**

Common Course Number: THE2000

**Unit 8 Costumes**

**General Outcome:**

- 8.0 The student shall: Through reading, writing and tests, describe the role of the costume designer in the theatre.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 8.1 Compare and contrast costume design in everyday life with costumes for the stage.**
- 8.2 Identify and explain the objectives of costume design.**
- 8.3 Describe the responsibilities of the costume designer.**
- 8.4 Cite the elements of costume design.**
- 8.5 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to costumes on tests.**

Common Course Number: THE2000

**Unit 9 Lighting and Sound**

**General Outcome:**

**9.0 The student shall: Through reading, writing and tests, define the role of lighting and sound designers in the theatre.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

**9.1 Describe a brief history of stage lighting**

**9.2 Identify and explain the objectives and functions of lighting and sound design.**

**9.3 Cite the steps in the lighting and sound design process.**

**9.4 Identify and describe the principal types of lighting instruments and their uses.**

**9.5 Identify and describe the principal types of microphones and their uses.**

**9.6 Describe new technologies currently employed for sound effects and music playback.**

**9.7 Recognize the definitions, associations or examples of theatrical names, terms, and jargon related to sound and lighting in the theatre.**