

NCAL 419G: FOUNDATIONS IN CLASSICAL ACTING FOR OLDER ADULTS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Winter 2026
Units:	0
Hours:	3 lecture, 3 laboratory per week (72 total per quarter)
Prerequisite:	NCAL 419A or THTR 20A.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Beneficially analyze and interpret classical texts in multiple ways relevant to performance expression, employment and creative inspiration rendering greater communicative potential.
- Comprehensively combine and apply the challenges of heightened language, the limitations and expectations of social behaviors from the varied cultures and eras studied into embodied performance.
- Identify the social behaviors of various classical and ancient cultures and interpret and apply the challenges of heightened language to acting performance.
- Interpret and analyze classical texts for creative character embodiment, performance expression, and vocal investment.

Description

This noncredit course is targeted towards older adults. Introduction to the specific acting challenges presented by performing classical scripts, pre-18th century. Incorporate skills of language analysis, verbal acumen, and physical interpretation, including exploration of body awareness into performance preparation and execution as they specifically relate to performing classical texts.

Course Objectives

The student will be able to:

1. Identify and interpret classical dramatic literature and the idiosyncrasies of heightened dramatic dialogue in a manner relevant for acting choices.
2. Employ standard stage speech for application to all genres herein identified.
3. Demonstrate skills of script interpretation, vocal dexterity, and stage movement, comprehending and engaging their own body mechanics in the development of heightened performance potential of prescribed genres with focus and committed acting choices.

4. Comprehensively integrate features towards performance of character, dialogue, relationship, and dramatic action corresponding to the genre application.

Course Content

1. Analyze and dissect classical text for comprehension, as well as identifying clues prompting character and situational prompts towards behavioral choices
 - a. Specific speech demands of classical drama, e.g., verse forms, scansion, truncated prose rhythm
 - b. Transference of textual imagery into verbal presentations
2. Synthesizing the language interpretation elements mentioned above into tangible verbal embodiment
 - a. Unifying breath and body involvement with interpretive verbal choices
3. Embodying stage characterization for determined classical style
 - a. Employing techniques of interpreting classical script into portraying character through body carriage demands of genre
 - b. Incorporating the unifying relationship between stage speech, body control, and script interpretation
 - c. Specific movement demands of period drama, e.g., knowledge of salutations, dance forms, fight protocol, other related physical behaviors prescribed to identified eras
4. Synthesizing preparation and performances of culminating solo and cooperative assignments representing genre samples

Lab Content

1. Cooperative rehearsal of class assignments and projects.
2. Individual and partner exploration and self-analysis of concepts and exercises introduced in class.
3. Viewing and study of media materials.

Special Facilities and/or Equipment

1. Clothing suitable for rehearsal work.
2. A flexible, open-space classroom.
3. Padded floor mats.
4. Rehearsal furniture and props.
5. Video recording and playback equipment.
6. Tutorial support for student scene work.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Evaluation of student scene, monologue performance and other acting projects
 Demonstration of theory and techniques acquired, depth of dramatic characterization, consistency of vocal and bodily execution through prepared performance
 Written assignments, specifically demonstration by the student of involvement in the course material through written critiques by the student of projects and assignments, followed by the instructor's evaluation of both the project and the critique
 Oral presentation of research and preparation
 Quizzes

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture: presentation of theory and foundational premises

Discussion: assessment and analysis of theory and practice discoveries

Cooperative learning exercises: scene and partner performance projects

Oral presentations: solo performance exercises

Laboratory: rehearsal and preparation

Demonstration: peer and instructor modelling and self-assessment through performance presentations

Field trips: Observation and analysis of performance presentation

Through structured lecture, teacher demonstration, and guided instruction in solo and ensemble playing situations, students are

introduced to the core theory and techniques of classical acting

Students will actively and practically develop an enhancement of a

personally-developed acting process through exposure to outlined topics

as they correspond to one or more of the following dramatic genres:

Greek, Roman, Sanskrit, Kabuki, Medieval, Elizabethan/Shakespearean

Representative Text(s) and Other Materials

Play scripts appropriately representative of the prescribed genre(s) suited to individual student needs, selected by the instructor.

The Complete Works of William Shakespeare - this is a public domain text available from multiple sources and formats.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Read assigned individual and/or class scripts.
2. Write personal reflection journal.
3. Write live performance critique.
4. Write reflection journal.

Discipline(s)

Theater Arts