

THTR 420A: ACTING I NONCREDIT FOR OLDER ADULTS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2026
Units:	0
Hours:	4 lecture, 1 laboratory per week (60 total per quarter)
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
Formerly:	NCAL 419A

Student Learning Outcomes

- Analyze dramatic text from multi-cultural sources towards confident, embodied, empathetic performance.
- Demonstrate the basic skills of acting using the body, voice, and face for expression, applicable to both interpersonal and performance circumstances.

Description

This noncredit course is targeted towards older adults. Introduction to the craft of acting, including theory and technique emphasizing body movement, voice production, articulation, characterization principles of motivation, scene analysis, cultural empathy through standard theatre games, exercises, monologues, scenes, and the background research thereof.

Course Objectives

The student will be able to:

- Practice and employ fundamental steps in developing vocal and bodily control for dramatic communication.
- Employ skills of imagination, observation, and concentration, as they apply to characterization and dramatic action.
- Analyze dramatic text for motivation, characterization, and dramatic action.
- Apply basic principles of stage composition and visualization while performing in ensemble acting situations.
- Construct and integrate a system of theatrical discipline appropriate to the actor.
- Recognize a variety of dramatic literature for performance, drawn from a broad range of multi-ethnic/multi-cultural sources.
- Analyze dramatic text for societal placement, relevance, and commentary.

Course Content

- Develop voice and speech acumen
 - Audibility and clarity
 - Characterization through speech
 - Emphasis, tempo, vocal dynamics
 - Principles of memorization
- Enhance body expression capability
 - Relaxation
 - Flexibility and freedom of motion
 - Characterization through movement
 - Connotative effects of specific bodily action and gesture
- Engaging specific, industry-appropriate acting techniques in assessing dramatic texts as a means of developing self as a communication vessel
 - Imagination
 - Observation
 - Concentration
 - Sensory awareness and recall
 - Emotional awareness and recall
 - Incorporate principles of characterization and motivation through active application of human behavioral premises
- Unify and practically apply multiple premises of of time, space, materials, and content as they apply to the multi-layered collaborative art of performance
- Employ stage blocking and movement principles and terminology
- Employ a broad range of dramatic literature drawn from a broad cross-section of modern and contemporary drama, including multiple perspectives and culturally diverse literature, for performance
- Apply background elements of research and creative speculation as they would apply to interpreting dramatic text with "the world" in which the work was derived

Lab Content

- Cooperative rehearsal of class assignments and projects.
- Individual and partner exploration and self-analysis of concepts and exercises introduced in class.

Special Facilities and/or Equipment

- Clothing suitable for rehearsal work.
- A flexible, open-space classroom.
- Rehearsal furniture and props.
- Fully equipped media station or intermittent access to such.
- Video recording and playback equipment.
- 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 performances, including scenes, improvisations, and acting projects
 Demonstration of theory and techniques acquired, depth of dramatic characterization, consistency of vocal and bodily execution through prepared performance
 Assessed development of accepted standards of theatre discipline

Required 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

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 modern acting
 Students will actively, practically develop an enhancement of a personally-developed acting process through exposure to a minimum of four of the listed primary outline topics

Representative Text(s) and Other Materials

Yionoulis, Evan. Listening and Talking: A Pathway to Acting (Acting Essentials). 2023.

O'Neill, Rosary. The Actor's Checklist. 2013.

Although the O'Neill text is older than the suggested "5 years or newer" standard, it remains a seminal texts in this area of study.

Play texts to be selected by the instructor on a quarterly basis, drawn from the best contemporary and classic works.

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. Assigned text readings for content, analysis, and application.
5. Dialogue memorization for performance.

Discipline(s)

Theater Arts