**Class Objectives**

To provide performance experience and tools to help the student start on the track to becoming a proficient performer. A student who successfully meets all the requirements of the class will:

- Have a college or professional audition package in place
- Know how to prepare dramatic roles
- Successfully collaborate in rehearsal situations
- Begin to convincingly practice primary and general rules of acting singers
- Have the tools necessary for continued development in live performance

Students will be held to professional standards of conduct not professional standards of performance though professional standards of performance are our goal.

**Class Policies**

*Attendance and Late Policy* - Each class is worth 10 points. Only university approved absences are excused. Students are expected to be to class at least 5 minutes early, warmed up, focused, and ready to perform. Late students will receive half of the day's attendance points. Late is defined by anyone not ready to work by the official start of the class period. Students are responsible and required to catch up on material missed due to an absence.

*Appropriate dress* is crucial to the success of the class. Unless the character you are portraying in a performance assignment requires an exception you must be dressed in:

- Character or dance shoes (Closed toed shoes)
- Comfortable clothes that allow for a broad range of movement
- Low cut shirts or short skirts or shorts are not acceptable. If you are concerned with trying to keep yourself covered you cannot focus on what is being asked of you.

*The classroom must be a safe environment.* Physical and Emotional safety are paramount. If at any time you do not feel safe it is your responsibility to let the instructor know your concern so appropriate changes can be made. Sexual Harassment will not be tolerated and will be dealt with according to University Policy. Please ask for help inside or outside class time. DO NOT correct colleagues unless specifically asked to do so. Your role as a good colleague is to
encourage and support. You are competing with yourself, not your colleagues. You should be on each others team.

Excuses for poor performance are not needed and are not accepted. They are irrelevant in performance. You are strongly encouraged to take appropriate risks. Appropriate risks are actions that stretch you and push you out of your comfort zone or stretch your artistic limits without risking the safety or legal boundaries of yourself or others. Risk taking is hard to do. Please respect those who extend themselves in this way by validating the risk taking whether or not the attempt was successful. This is a classroom where we are learning, risking, and making mistakes, not where we expect perfection.

**Required Text**
* Talent is Overrated: What Really Separates World-Class Performers from Everybody Else* by Geoff Colvin

**Recommended Texts**
- *Acting for Singers* by David F. Ostwald
- *Body Language* by Julius Fast
- *Bringing Opera To Life* by Boris Goldovski
- *No Acting Please* by Eric Morris and Joan Hotchkis
- *Singing, Acting, and Movement in Opera* by Mark Ross Clark
- *Sanford Meisner on Acting* by Sanford Meisner & Dennis Longwell
- *Stanislavski on Opera* by Constantine Stanislavski
- *The Complete Singer-Actor* by Wesley Balk

**Course Schedule:** *(Schedule is Subject to Change. Changes will be announced ahead of time to the class.)*

**Week 1:**
  - Lecture: Syllabus - How to Practice - 4 Primary Rules - 10 General Rules-WWWWH/Character Development
- F: Sept 2, 2011: Performance Assignment #2 Presentations

**Week 2:**
- T: Sept. 6, 2011: Lecture: Resume’s, Headshots, Auditions & Recitals, Repertoire Sheet. Taking the Initiative
- F: Sept. 9, 2011: Performance Assignment #3 Presentations

**Week 3**
- T: Sept. 13, 2011: Performance Assignment #3 Presentations (Cont.)
- F: Sept. 16, 2011: Performance Assignment #4 Presentations

**Week 4**
T: Sept. 20, 2011: Performance Assignment #4 Presentations (Cont.)
   Performance Assignment #4 Presentations (Cont.)

Week 5
T: Sept. 27, 2011: Performance Assignment #5 Presentations
F: Sept. 30, 2011: Performance Assignment #5 Presentations (Cont.)

Week 6
T: Oct. 4, 2011: Performance Assignment #5 Presentations (Cont.)

Week 7
T: Oct. 11, 2011: Performance Assignment #6 Presentations (Cont.)

Week 8
T: Oct. 18, 2011: Lecture: Effective collaboration
   F: Oct. 21, 2011: Performance Assignment #7 Presentations

Week 9
T: Oct. 25, 2011: Performance Assignment #7 Presentations (Cont.)
F: Oct. 28, 2011: Performance Assignment #7 Presentations (Cont.)

Week 10
T: Nov. 1, 2011: Individual Directors Meetings
   F: Nov. 4, 2011: Performance Assignment #8 Scene Rehearsals

Week 11
T: Nov. 8, 2011: Performance Assignment #8 Scene Rehearsals
   F: Nov. 11, 2011: Performance Assignment #8 Scene Rehearsals

Week 12
T: Nov. 15, 2011: Performance Assignment #8 Scene Rehearsals
   F: Nov. 18, 2011: Performance Assignment #8 Scene Performance

Week 13
T: Nov. 22, 2011: Performance Assignment #8 Scene Performance
   F: Nov. 25, 2011: THANKSGIVING HOLIDAY - NO CLASS

Week 14
T: Nov. 29, 2011: Trouble Shooting - Bring your performance problems and lets fix them.

Week 15
T: Dec 6, 2011: LAST DAY OF CLASS - Mock Juries
F: Dec 9, 2011: Reading Day

Grades

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<th>Points</th>
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<td><strong>Total</strong></td>
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A (Excellent) = 92% - 100%
A- = 90% - 92%
B+ = 88% - 90%
B (Above Average) = 82% - 88%
B- = 80%-82%
C+ = 78%-80%
C (Average) = 72%-78%
C- = 70% - 72%
D (Below Average) = 60%-70%
F (Fail) = Below 60%

Project Requirements

**SELF EVALUATION FORMAT**
For each performance assignment you are required to submit a self evaluation of what you thought was:
a) successfully executed in your performance
b) not executed successfully executed
c) what 2-3 principles you want to focus on improving in your next project presentation
d) How much and in what way did I prepare and practice for this assignment? How would I have practiced differently? How will I alter my practice for the next assignment?
   * Concise, clear, bullet points are best.
   * Evaluations are due the class period after your performance - Paper form require.
Writing Assignment #1 : Talent is Overrated

1. Read (Or listen to) : "Talent Is Overrated" by Geoff Colvin.

I don't think it is in the campus book store but you can order it on amazon for $4.50 I think. I am a big audio book fan and downloaded it from Audible.com.

2. Write a One page Summary outlining :
   A. What you thought the key points made by the Author were
   B. How this is relevant to what you do and what changes you will make to what you do because of what you learned.
   *** One page only. Either Bullet points or narrative style are acceptable. The depth of thought you gave to it is what I am looking for***

Points possible 100

Due Date : September 7th.

Performance Assignment #2 : 45 second Prelude - Acting with Music - No Singing

Choose a segment of music that is at least 45 seconds long and no longer than 2 minutes that does not have text associated with it. Prepare a solo fully staged scene to be performed on one of the days designated on the schedule for this assignment. Your grade will be :
   50% Level of preparation
   50% Self evaluation.

Performance Assignment #3 : Solo English Art Song/Aria in recital/jury style

Choose a solo English Language Art Song or Aria. Prepare a solo performance in jury or recital style to be performed on one of the days designated on the schedule for this assignment. Your grade will be based on:
   50% Level of preparation : Must present a Resume & Headshot at time of performance. Song must be memorized. Thoughtful dramatic intent must be clear.
   50% Self evaluation.

Performance Assignment #4 : Solo English Art Song/Aria Fully Staged

Use the same solo English Language Art Song or Aria as in assignment #3. Prepare a solo performance in a fully staged style to be performed on one of the days designated on the schedule for this assignment. Your grade will be based on:
   50% Level of preparation : Song must be memorized. Thoughtful dramatic intent must be clear.
   50% Self evaluation.

Performance Assignment #5 : Solo Foreign Language Song/Aria Fully Staged
Choose a solo Foreign Language Art Song or Aria. Prepare a solo performance in a fully staged style to be performed on one of the days designated on the schedule for this assignment. Your grade will be based on:

50% Level of preparation:
Translation sheet - to include original text, poetic translation, word for word translation, IPA, sub-text/inner-monologue in format to be described in class. You must provide sheet to instructor and copy for at least every other student. Song must be memorized.

Thoughtful dramatic intent must be clear.

50% Self evaluation.

Performance Assignment #6: Opera/Musical Scene Solo
Choose an aria or solo from an Opera or Musical. Prepare the piece in a fully staged style to be performed on one of the days designated on the schedule for this assignment. Your grade will be based on:

50% Level of preparation:
Translation sheet (If applicable)- to include original text, poetic translation, word for word translation, IPA, sub-text/inner-monologue in format to be described in class. You must provide sheet to instructor and copy for at least every other student. Song must be memorized.

Thoughtful dramatic intent must be clear.

50% Self evaluation.

Performance Assignment #7: Opera/Musical Scene Ensemble
You will be assigned an ensemble number from an Opera or Musical. Prepare the piece in a fully staged style with your colleagues to be performed on one of the days designated on the schedule for this assignment. Your grade will be based on:

50% Level of preparation:
Translation sheet (If applicable)- to include original text, poetic translation, word for word translation, IPA, sub-text/inner-monologue in format to be described in class. You must provide sheet to instructor and copy for at least every other student. Song must be memorized.

Thoughtful dramatic intent must be clear.

50% Self evaluation.

Performance Assignment #8: Directing Project
Choose an aria or solo from an Opera or Musical. Prepare the piece in a fully staged style to be performed on one of the days designated on the schedule for this assignment. Your grade will be based on:
25% Level of preparation as Director:
Translation sheet (If applicable)- to include original text, poetic translation, word for word translation, IPA, sub-text/inner-monologue in format to be described in class. You must provide sheet to instructor and copy for at least every other student. Song must be memorized. Thoughtful dramatic intent must be clear.

25% Self evaluation as Director.

25% Level of preparation as Singer:
Translation sheet (If applicable)- to include original text, poetic translation, word for word translation, IPA, sub-text/inner-monologue in format to be described in class. You must provide sheet to instructor and copy for at least every other student. Song must be memorized. Thoughtful dramatic intent must be clear.

25% Self evaluation as Singer

Performance Attendance x 2
Attend at least 2 live theatre performances (You may use 1 recital or choir performance) performance. Submit an evaluation and ticket stub or program. 25 points per performance.

Practice Log
You will submit a practice log every Friday. The log will be graded according to how well you met your practice goals for that week. You will get 15 points per practice log for weeks 1-14. No practice log will be due on week 15.

Jury
The jury grade I assign will have no influence or relation beyond this class. The other instructors judging juries will have no influence on the grade I will assign. Your grad will be determined as follows:

33% Preparation
33% Execution of Your Personal Goals : You must submit this by the last day of class.
33% Self Evaluation
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