

Syllabus for  
**DRAM 301—Acting for Musical Theatre**  
3 Credit Hours  
Spring 2017

I. COURSE DESCRIPTION

Provides basic techniques and approaches to the art of acting for musical theatre. Emphasis on using acting tools to create expression through song. Students develop skills through stage performance with a classroom audience.

The class covers the art of acting through singing for the theatre. Acting for Musical Theatre is intended to be a major acting course for drama and musical theatre majors. The Fundamentals of Acting for Majors class is required as a prerequisite for the course. The course will build on the students' knowledge of acting by exposing their heart through the objective chosen for the song. Acting for Musical Theatre will stress the student utilize their acting tools to carry them through the song, with singing as a secondary tool. Class periods will be physically oriented with the emphasis on doing. The students will prepare songs, both solos and duets, from musical theatre which will be analyzed, directed and performed on the stage for a classroom audience.

II. COURSE GOALS

The course is designed to provide students with specific acting exercises that enable them to see the relationship the character has to the music of a given song. They will use their heart to approach the character and music. The focus will be on the student acting the song, not on the singing of the song. The students learn to develop a healthy self-image as they relate their relationship with God, Jesus, and the Holy Spirit to the study of acting for musical theatre.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate an ability to act through song, react, and create a character in a specific situation, in a solo and duet, without any hesitation or reluctance on his or her part.
2. Demonstrate knowledge of relationship of character to melody and accompaniment, and exposing their heart and not technique while acting a solo or duet.
3. Define and utilize objective, action, given circumstances, emotional recall, 'magic if', dramatic function, super objective/spine of character while incorporating music.
4. Prepare and participate in a scripted solo, duet, and audition package.
5. Discuss the relationship of a Christian worldview to the acting in musical theatre process.

B. Unit Objectives

Unit I—melody vs. accompaniment, action, objective, 'how', given circumstances, memory of emotion, image work, breaking down the beats.

As a result of successfully completing this unit, the student will be able to do the following:

1. Identify, match, the emotional core of the character by viewing the accompaniment or melody line of a piece of music.
2. Exhibit the ability to play action and fight for objective while singing.
3. Exhibit powers of observation and concentration through classroom assignments
4. Practice evoking past memories and emotions and using them in a solo

Unit II—duet work.

As a result of successfully completing this unit, the student will be able to do the following:

1. Through class exercises and duet work, demonstrate a serious working attitude by developing patience, persistence, and self-discipline while working with a partner.
2. In specific exercises, demonstrate an exposure of the heart that leads to self-discovery and insights into human behavior while exploring a specific relationship with partner that is dictated by the duet chosen by the instructor.
3. Exhibit ability to make strong acting choices and live truthfully “in the moment”.

Unit III- auditioning for musical theatre

As a result of successfully completing this unit, the student will be able to do the following:

1. Choose appropriate audition material for musical theatre
2. Utilize the 16 or 32 bar selection to their advantage
3. Transition from monologue to song seamlessly while making strong acting choices.

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation.

#### IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

Required Materials

Textbooks:

Brunetti, David (2006). *Acting Songs*. South Carolina: BrookSurge, LLC. ISBN 9781419651984  
Selected solos and duets to be distributed by the instructor

#### V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will

not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students’ majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

**B. Department Policies and Procedures**

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour’s absence above those allowed. Extended illnesses are handled on an individual basis and require a doctor’s excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
  - a. Inform the professor before the event.
  - b. Arrange to complete missed work within one week.
  - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
  - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the class session the student returns.

3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures

Your grade in this course will be based on the following:

a.	Text / Music Analysis (Solo)	10%
b.	Text / Music Analysis (Duet)	10%
c.	Class Participation (group exercises)	10%
d.	Solo Performance	20%
e.	Quizzes	10%
f.	Duet Performance	20%
g.	Final Performance / Analysis	20%

**Extra Credit:** May be obtained by attending a theatrical event and writing two page critique according to the instructor's directions. Points awarded will be left up to the discretion of the instructor.

**Please be aware that solos and duets that are not memorized on the day they are assigned to go up in class will not be allowed to perform.**

2. Whole Person Assessment Requirements: None

## VI. COURSE CALENDAR

Week 1	Introduction to Course / Melody vs. Accompaniment / Assign <i>Songs</i> first half for Quiz 1	
Week 2	Quiz 1 & Discussion <i>Songs</i> / Choose solo (NO STACEY) The Song as Monologue / Text Analysis / Marking the Music: ABA, etc. - In class rehearsal w/ Stacey (times assigned) / Second half of <i>Songs</i> for Quiz 2	
Week 3	Solo Exercises / Imagery / in class rehearsal w/Stacey (times assigned) Quiz 2 & Discussion <i>Songs</i> / Solo Exercises / in class rehearsal w/Stacey (times assigned)	

\*If you do not hand me your analysis work as you are going up to perform, you will not be allowed to go up

Week 4	Solo Exercises / In class rehearsal w/ Stacey (times assigned) Workshop solos	Solos off book / Text/Music Analysis Due*
Week 6	Workshop solos Workshop solos	Solos off book / Text/Music Analysis Due* Solos off book / Text/Music Analysis Due*
Week 7	Workshop solos Workshop solos	Solos off book / Text/Music Analysis Due* Solos off book / Text/Music Analysis Due*
Week 8	Final Solo Performances / Choose Duets <i>GYPSY</i> Performance Film (NO STACEY)	

\*The paperwork you turned in for your solo is the same analysis work you will turn in for duet & for final

Week 9	Duets rehearsal Duets rehearsal	Bring in music Bring in music
Week 10	<b>SPRING BREAK</b>	
Week 11	Duets rehearsal Duets rehearsal	Bring in music Bring in music
Week 12	Workshop Duets Workshop Duets	Duets off book / Text/Music Analysis* Duets off book / Text/Music Analysis*
Week 13	Workshop Duets Workshop Duets	Duets off book / Text/Music Analysis* Duets off book / Text/Music Analysis*
Week 14	Final Duet Performances NO CLASS – <i>Harriett the Spy</i> Performance	Choose piece for Final
Week 15	Final Performance rehearsal – either solo or duet Final Performance rehearsal – either solo or duet	Bring music to class Bring music to class
Week 16	Final Performance workshop Final Performance workshop	Off book / Text/Music Analysis Due* Off book / Text/Music Analysis Due*
Week 17	Final Performances during exam time	

## Course Inventory for ORU's Student Learning Outcomes

### DRAM 301—Acting for Musical Theatre Spring 2017

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills				X
4C	Appreciation of cultural & linguistic differences				X
4D	Responsible citizenship			X	
4E	Leadership capacity		X		