Semester/Year: 2016
Lecture Hours: 2 Lab Hours: 2 Credit Hours: 3
Class Time: 10-10:50am Days: MWF Room: Black Box
Instructor’s Name: James Olm, Rich Burk, Jodi Youmans-Jones
Instructor's Contact
Information:
James Olm KT 125 268-3716 jolm@caspercollege.edu
Richard Burk KT 104 268-2228 rburk@caspercollege.edu
Jodi Youmans-Jones KT 156 268-2690 jjones@caspercollege.edu

Office Hours:
James Olm:
Rich Burk:
Jodi Youmans-Jones:

Course Description: This course is designed to integrate the learned skills of singing, acting, movement, voice, and dancing into a synthesized, cohesive musical theatre performance craft.

Statement of Prerequisites: None.

Goal: In the professional world, Musical Theatre actors are expected to have the skills necessary to perform effectively in all musical theatre styles/genres, from Golden Age musicals to new, Broadway shows. This course offers practical application work on musical theatre scenes under the listed genres below.

1. Individual Solos: the integration of storyline, lyrics, music, and character into a song.
2. A musical theatre Golden Age Duet – NO DANCE
3. A Musical group number – DANCE
4. A musical montage – NO DANCE
5. Final Solo Audition piece

Outcomes: (Formal statements of what a student is expected to know, understand and/or be able to do at the end of the course. A specific measurable achievement, a unit of what we expect a student to learn from the material we are teaching.)

5. Appreciate aesthetic and creative activities

Course Objectives: Growth in musical theatre performance skills will come from the preparation of numerous scenes.
1. Each student will understand and differentiate between the different styles and genres of musical
theatre.
2. Each student will develop skills in singing, acting, and dancing.
3. Each student will be able to effectively synthesize singing, acting, movement, voice, and dancing into their performance craft.

Methodology: Musical Theatre Workshop is a participation/performance course. The course begins with individual solo scenes, designed to address and then analyze the lyric as script. From that analytical foundation, the actor slowly progresses through the addition of rhythm, and then finally music delivery. The result is a fully synthesized performance, incorporating character, movement, and singing in a natural and believable way. All other group exercises/scene work through the semester will be based on this initial foundation work.

A. At the beginning of each exercise assignment, students will be grouped, depending on the needs of the scene. Each group member will be expected to read the script and listen to the music of that show, and then analyze their character and song.

B. Each student will develop independently or in a group, five memorized musical theatre scenes.

C. Each presentation will be workshopped twice with the instructor and performed twice in front of the class. Each rough and final presentation will be assigned points/grades.

D. One of the most important aspects of this course is developing the discipline of proper preparation of material. It is imperative that each student understand that the process of preparation is as important as the finished presentation. Therefore, each rough presentation will be graded for memorization, and preliminary presentation before the graded final presentation. Experience has shown that presentations are better when developed over a longer period of time rather than at the last minute. Your overall grade for this course will be an accumulation of all these grades. Grades for these due dates may not be made up, for in the real world, ill or not, the show must go on.

D. Musical theatre scene assignments will vary in type, following the above listed genres.

E. Class discussion and Criticism – Each student needs to participate in criticism of scenes presented by other students. Students need to accept such criticism as a help, and feel free in offering advice to others. We are all interested in the development of each student.

F. Daily Work - Throughout the course, there will be daily assignments - mainly step by step project work. Other assignments could include, but are not limited to, quizzes on assigned readings, memorization, research on a character or period, and performance deadlines. These points may not be made up if missed.

Evaluation Criteria: The instructors will use subjective judgment as a base for their grading on student performances. They will evaluate each student performance in the same way that they would in casting an auditioning professional actor for a musical theatre production.

A. Grading Procedure for Project Performance scenes: Each student will receive two/three grades for each scene, one from each instructor. Generally each assignment has a possible grade of 100/150 points for rough performances, and 200/300 points for final performances. Therefore, each instructor will give a possible 50 - 100 points each for the rough or final performance, which will be recorded separately in the grading record. If the
instructors happen to disagree on an assignment performance, that disagreement will be reflected in the grading.

B. Because of the practical nature of this course, attendance is essential. Each student will be allowed 200 points for the semester for attendance. 25 points for each absence will be deducted from this total. **Three tardies will count as one absence.**

C. Grades will be assigned as follows: (Totals are approximate)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>200</td>
</tr>
<tr>
<td>Individual Solo Project – First Graded</td>
<td>100</td>
</tr>
<tr>
<td>Individual Solo Project - Final</td>
<td>200</td>
</tr>
<tr>
<td>Golden Age Duet Project - First Graded</td>
<td>100</td>
</tr>
<tr>
<td>Golden Age Duet Project - Final</td>
<td>200</td>
</tr>
<tr>
<td>Concept Group Dance Project - First Graded</td>
<td>100/150</td>
</tr>
<tr>
<td>Concept Group Dance Project – Final</td>
<td>200/300</td>
</tr>
<tr>
<td>Through-Musical Duet Project - First Graded</td>
<td>100</td>
</tr>
<tr>
<td>Through-Musical Duet Project – Final</td>
<td>200</td>
</tr>
<tr>
<td>Final Solo Audition Project - Final</td>
<td>200/300</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>1700/1950</td>
</tr>
</tbody>
</table>

D. Grades will be based upon the following percentage scale:

- 90 - 100% = A
- 80 - 89.9% = B
- 70 - 79.9% = C
- 60 - 69.9% = D
- 00 - 59.9% = F

At midterm, and again at the end of the course, points for each student will be totaled and divided by the total possible. Grades will be assigned accordingly.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

**Required Text, Readings, and Materials:** Required reading will be from handouts and the scripts of shows, along with the listening of CD’s.

**REQUIRED ATTIRE:**
- Men and Women: Must have character shoes
- Women: Must have character skirts
- Men: Must have dark dress pants that you can move in

**Class Policies:**
1. **NO LATE WORK** will be accepted. Please observe all deadlines listed above or on the Schedule. If you miss a scene, you will not be allowed to make it up. Absence from class does not allow work to be submitted late without permission. **If you plan an absence, speak to the instructor and present the assignment before the absence.**
2. There will be no alternative assignments given for auditions or any assignment.
3. There will be no extra credit assignments.
4. Classroom rules:

1. Please do not eat during class. Water bottles are okay.
2. Please silence cell phones.
3. Be attentive to all activities during each class meeting.

Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2016

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content: (be as complete here as possible, at least a grid showing week by week topics to be covered, assignments, due dates, readings etc. This can always be modified with a new handout later in the semester – better to send out a revised schedule than to trust verbal announcements by themselves)
Jan. 20 - W: Introduction of the class, Introduce Individual Solo Project #1 – The integration of lyrics, music, and character into a song and giving it distance – Teacher assigns song and character. Find common student time for rehearsal pianist.

Assignment: 1. Learn assigned song. Read a synopsis of the show to understand the basics of character and story. 
2. Word process lyrics into paragraph form – to be handed in.

22 – F: In class, each student rehearse their song with Bev on piano. Record accompaniment.


Assignment: Due next class - Memorize song

27 - W: Workshopping half of the students in class with music

29 - F: Workshopping other half of the students in class with music

Assignment: Fine tune solo project

Feb. 1 – M: View and discuss Company video on acting commitment in singing

Assignment: Working on acting commitment in Solo Project

3 – W: Workshop Solo Project – split between instructors

Assignment: Solo Project Final Presentation next class

5 - F: Final Presentations of Solo Project – 200 points Discussion – evaluating final presentations Assign Golden Age project scenes and characters

Assignment: Read and listen to script and score of Golden Age Project

8 - M: Introduce 1940 – 1950’s Golden Age Musicals, historical background, characteristics/styles in dance and acting, video examples.

Assignment: 1. Learn Song and dialogue. 
2. Word Process lyrics as dialogue – to be handed in
10 - W: Duets work as dialogue, then as song. Develop scenes. Work blocking. Record accompaniment.

**Assignment:** Memorize scene and song. Movement/blocking is complete

12 - F: Workshop with instructors

**Assignment:** Prepare for First Graded Presentation

15 – M: **NO CLASS – PRESIDENT’S DAY**

17 - W: First Graded Presentations of Golden Age Musical – 100 points

**Assignment:** Re-work and sharpen your scenes

19 - F: Workshop with instructors

**Assignment:** Prepare for Final Presentation

22 - M: Final Presentations of Golden Age Musical – 200 points

**Assignment:** Read and listen to _____________ Montage Project.

24 - W: Rehearse all music in class.

26 - F: Rehearse all music in class. Begin blocking.

**Assignment:** Memorize all music and dialogue

29 - M: Rehearse

Mar. 2 - W: Rehearse

4 – F: Rehearse

7 – M: Rehearse

9 - W: Final rehearsal

**Final Presentation next class**

11 - F: Final Presentation of Montage Project – 200 points

**Assignment:** Read and listen to script and score of Dance Project show

Mar. 14-18: **NO CLASSES – SPRING BREAK**

21 - M: Rehearse song together in class

**Assignment:** Memorize song

25 – F: **NO CLASS – EASTER FRIDAY**

28 – M: Talk about the style of dance within this period of the show. **In conference room.**

30 - W: Start learning choreography

Apr. 1 – F: Choreography

4 – M: Choreography

6 – W: Choreography

**Next class: First Presentation**

8 - F: No Class – Advising Day

11 – M: First Presentation – 150 points

13 – W: Fine tune choreography

**Next class: Final Presentation**

15 – F: Final Presentation of Dance Project

18 – M: Introduction to MT Auditions Project. ASSIGN THE MUSICAL FOR WHICH YOU WILL BE AUDITIONING.

20 - W: Approval of Audition character.

**Assignment: Choose song, learn it, and work with Bev**

22 - F: Workshop with instructors

25 - M: Workshop with instructors

27 - W: Workshop with instructors

**Assignment: Final Presentation next class of Audition Project**

29 - F: Final Presentation of Audition project – 300 points

May 2 – M: Prepare for Showcase – review montage and dance projects.

4 – W: Prepare for Showcase – Duet work

6 – F: Prepare for Showcase – Solo work

9 – M **Final Exam Week. (Tentative: Monday, May 9, 1-3 pm – Run-through of Showcase)**

9 – M: MT/Acting Showcase – 7:00 pm