Course Outline

COURSE: THEA 29   DIVISION: 10   ALSO LISTED AS:

TERM EFFECTIVE: Fall 2015   CURRICULUM APPROVAL DATE: 03/09/2015

SHORT TITLE: HISTORY AMERICAN MUSICAL THEA

LONG TITLE: History of American Musical Theatre

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>54</td>
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<tr>
<td></td>
<td></td>
<td>Lab: 0</td>
<td>0</td>
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<td>Other: 0</td>
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<td></td>
<td></td>
<td>Total: 3</td>
<td>54</td>
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COURSE DESCRIPTION:

A survey of the influential artists who produce, write, direct and perform on America's musical stages. Course surveys 17th Century to Present.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Obtain a greater comprehension and satisfaction when reading/seeing a musical play

Measure: Tests, Essay, Discussion, Lecture, Final Project

PLO: 3, 4, 6
ILO: 2, 3
GE-LO: C1, C2
Anticipated Year of Assessment: 2015

3/13/2015
2. Understand the collaborative nature of musical theatre. Discover the patterns common to most, if not all, musical storytelling
Measure: Tests, Essay, Discussion, Lecture, Group Projects, Final Project/Presentation
PLO: 3
ILO: 5, 7
GE-LO: C5, C7
Anticipated Year of Assessment: 2015

3. Apply an analytical or critical framework to several model musicals
Measure: Group work, Group presentation
PLO: 2, 6
ILO: 1, 2, 3
GE-LO: C3, C4
Anticipated Year of Assessment: 2016

4. Create both a personal and critical response to Musical Theatre
Measure: Papers, Project/Presentation
PLO: 1, 4
ILO: 1, 5, 6
GE-LO: C1, C2
Anticipated Year of Assessment: 2016

5. Undertake both a creative, historical and analytical response to a musical
Measure: Final Research paper/project
PLO: 4, 5
ILO: 1, 6, 7
GE-LO: C2
Anticipated Year of Assessment: 2015

PROGRAM LEARNING OUTCOMES:
1. Describe significant movement genres in theatre history, and to elaborate on their social and cultural significance.
2. Work effectively in a team, having developed collaboration and teamwork skills through class exercises, assignments and performances.
3. Articulate the differences in theatrical styles and modes of creation. Students participate in both the organic creative process (in which the students participate in the creation of the performance or play) and the most traditional approaches to theatre and performance using an established or already created text.
4. Discuss and critique theatrical performances, articulating the playwright's view and director's interpretation of the text. Students can evaluate the various technical elements of the production (costume, sets, lights, sounds), to determine whether they support or detract from the production and text.
5. Demonstrate practical knowledge regarding responsibilities of the different technical and creative jobs related to theatre and theatre production.
6. Master fundamental concepts and vocabulary relating to acting through class exercises and public performance

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 03/09/2015
4 Hours
Content: Beginnings of musical theatre: Renaissance Opera (17th Century) through the Height of Vaudeville (1920's)
Student Performance Objectives (SPO): Students will Establish a historical framework for Musical Theatre History, and start to understand the conventions of the genre.
Out-of-Class Assignments: Read Chapter 1 in textbook. Selected Performance texts/scripts
6 Hours
Content: Musical Theatre 1930s to present: an overview. Establish innovations in the field. View examples of musical performance (i.e. full performances, clips/partial performances)
Student Performance Objectives (SPO): Students Develop analytical and critical thinking when applied to Musical theatre Performance. Students appreciate Musical Theatre as a collaborative artistic performance using a variety of artists and technicians. Students introduce Collaboration skills on first Group project.
Out-of-Class Assignments: Read Chapter 2 & 3 in textbook. Selected Performance texts/scripts. View 1 musical taped musical theatre performance, write a 2-page response paper.

6 Hours
Content: Listening to and critiquing audio examples of musical theatre songs
Student Performance Objectives (SPO): Develop an analytic and critical ear for listening to audio recordings of the same song by different artists
Out-of-Class Assignments: Read Chapter 4 in textbook. Selected Performance texts/scripts. Listen to Original Cast Recordings of musicals. Write 2 page critique comparing two different artists with the same material. Prepare for class discussion of performances.

6 Hours
Content: Early Musical Comedy 1920's to early 1940's . Second Group Collaboration Project.
Student Performance Objectives (SPO): Students develop Collaboration skills on second Group project. Students foster an aesthetic appreciation for early vaudeville and musical theatre.
Out-of-Class Assignments: Read Chapter 5-7 in textbook. Selected Performance texts/scripts. View 1 musical taped musical theatre performance, write a 2-page response paper.

6 Hours
Content: Golden Age of Musical Theatre 1943-1968
Student Performance Objectives (SPO): Students investigate the form and variety of styles of the Golden Age of Musicals.
Out-of-Class Assignments: Read ch 8-10 in textbook. Write a one page summary of Research project on a major American musical/performance. View 1 musical taped musical theatre performances, write a 2-page response paper on Golden Age of Musicals.

6 Hours
Student Performance Objectives (SPO): Students deepen their understanding of the nature of Collaboration on third Group project. Students foster an aesthetic appreciation for Rock Opera. Develop research skills.
Out-of-Class Assignments: Read ch 11-13 in textbook. Create 3-4 page historical paper or narrative for project. View 1 musical taped musical theatre performances, write a 2-page response paper on the Rock Opera performance viewed.

6 Hours
Content: Sondheim and the others 1970-1997
Student Performance Objectives (SPO): Students are introduced to Sondheim and late 20th Century Musical Theatre. Understand the innovations in theme, form, design and technology. The rise of the importance of designers within the form.
Out-of-Class Assignments: Read ch 14 in textbook. View 1 musical taped musical theatre performance, create presentation on the use of design in the production.

6 Hours
Student Performance Objectives (SPO): Students deepen their understanding of the nature of collaboration on final group project. Students investigate new trends and developments in technology and musical theatre.
Out-of-Class Assignments: Read ch 15& 16 in textbook. Complete work on Research project and critique.

6 Hours
Content: Final Projects

3/13/2015
Student Performance Objectives (SPO): Students will present their research and critical analysis of a major American Musical Theatre Performance(s).

Out-of-Class Assignments:
2 Hours
Content: Final

METHODS OF INSTRUCTION:
Lecture; discussion; Written Critiques of recorded performances, Group Collaboration Projects viewing of examples of musical theatre (full performances and clips of musicals); listening to and critiquing per romances in musical theatre.

METHODS OF EVALUATION:
Category 1 - The types of writing assignments required:
Percent range of total grade: 15 % to 20 %
Written Homework
Reading Reports
Essay Exams
Category 2 - The problem-solving assignments required:
Percent range of total grade: 15 % to 20 %
Quizzes
Exams
Category 3 - The types of skill demonstrations required:
Percent range of total grade: 25 % to 30 %
Class Performance/s
Performance Exams
Category 4 - The types of objective examinations used in the course:
Percent range of total grade: 15 % to 20 %
Multiple Choice
True/False
Completion
Other: Written Essay
Category 5 - Any other methods of evaluation:
Final Project and Presentation/Performance Percent range of total grade: 25 % to 30 %

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 978-0826430137

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Transferable CSU, effective 201570
UC TRANSFER:
Not Transferable
SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: THEA
CSU Crosswalk Course Number: 29
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 3
Minimum Hours: 3
Course Control Number:
Sports/Physical Education Course: N
Taxonomy of Program: