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**THEATRE 200**

**UNDERSTANDING AND APPRECIATION OF THEATRE**

**BULLETIN INFORMATION**

THEA 200 - Understanding and Appreciation of Theatre (3 credit hours)

**Course Description:**

 An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.

**SAMPLE COURSE OVERVIEW**

In this class we will examine how theatre is made.  We will learn about the various elements of theatrical productions and the roles of the theatre artists in order to better appreciate live theatre.  Additionally we will trace the historical arch of western theatre from its Greek origins to what we now consider contemporary theatre.

**ITEMIZED LEARNING OUTCOMES**

**Upon successful completion of Theater 200, students will be able to:**

1. Identify and explain the five roles of the theatre artist (actor, director, dramaturge, designer, playwright)
2. Explain different types and the uses of theatrical forms (e.g. tragedy, farce, etc.)
3. Discuss and comment upon actor/designer/director choices made during a production
4. Explain the major trends and movements throughout theatre history
5. Assess the relationships between modern performances and their historical roots.

**SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS** 

1. *Theatre: The Lively Art* by Edwin Wilson and Alvin Goldfarb

**SAMPLE ASSIGNMENTS AND/OR EXAM**

1. **PLAYS:**
   1. It is required that you see both main stage productions and one Lab Theatre Production.  You should bring a notebook with you when you see the play so you can jot down a few notes as you will have to write a paper about each of them.
2. **LAB THEATRE ASSIGNMENT:**
   1. Black Board Discussion Board Post DUE on 11/22 by 11:59 PM
      1. In at least 350 words, fully answer this question:  The Lab, Drayton and Longstreet are contrasting theatre spaces.  Describe how the various theatre spaces influenced your understanding of the play and also your enjoyment (or lack) of it.  Did you like being so close to the action?  Did you prefer the anonymity of a large house?  Describe what play you liked best and explain how the set and the type of stage might have played a role in your appreciation of the play.  Remember to use as many specific details as possible.
3. **3 Exams**
4. **2 Essays**

**SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

**Class 1:** Welcome and Intro to Class, Ground Rules and Intro to Theater

**Class 2:** Theatre in Everyday Life

Reading: Chps 1 – 2

**Class 3:** The Audience

Reading: Chp. 3

**Class 4:** Creating the Blueprint

Creating the World of the Play

Reading: Chp. 4

**Class 5:** Creating the World of the Play

Reading: Chp. 4

**Class 6:** Theatrical Genres

Last Names A-K Report to class as usual

Last Names L-Z Report to Drayton Hall

Reading: Chp. 5

**Class 7:** Acting for the Stage

Reading: Chp. 6

**Class 8:** Acting for the Stage & Director/ Producer

Reading: Chp. 6 and 7

**Class 9:** Director/Producer

Theatre Spaces

Review For Exam

Reading: Chp. 7 and Chp. 8

**Class 10:** EXAM #1

**Class 11:** Elements of Design

Reading: Chp. 9

**Class 12:** Elements of Design

Reading: Chp. 9

**Class 13:** Elements of Design

Reading: Chp. 10

**Class 14:** The Making of Lord of the Rings: The Musical

**Class 15:** The Making of Lord of the Rings: The Musical

**Class 16:** ESSAY #1 Due

**Class 17:** Design Challenge Day

**Class 18:** Musical Theatre – Starting here and looking backwards

**Class 19:** American Musical Theatre’s Connection to Greek Theatre

Review for Exam

**Class 20:** Exam #2

Reading: Chp. 11

**Class 21:** Early Theatre

Reading: Chp. 11

**Class 22:** Early Theatre

Reading: Chp. 11

**Class 23:** Performance Day

**Class 24:** Early Theatre

Reading: Chp 12

**Class 25:** Renaissance Theatre

Reading: Chp 13

**Class 26:** Renaissance Theatre

ESSAY #2 Due

Reading: Chp. 13

**Class 27:** Romanticism

Reading: Chp 14

**Class 28:** Early and Modern Drama

Reading: Chp. 15

**Class 29:** Review for Exam

**Final Exam according to university exam schedule**