



## SLO Assessment Cycle for THEA 20A

*Theory and Technique of Acting (Introduction)* SLO Modified: [05/19/2011]

### Liz Stimson's Team Members:

#### Outcomes:

**Outcome 1: Statement** Modified: [05/02/2011]

Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.

#### Assessment Cycle Records:

**Outcome 1: Assessment Planning** Modified: [05/02/2011]

##### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Liz Stimson

Assessment Tools: Performances/Demonstrations • Written Reports

**Outcome 1: Reflect & Enhance** Modified: [05/02/2011]

**Number of people involved in Phase III: 1**

##### Changes:

##### Methods:

I taught the students a very basic warm up (vocal and physical) which incorporated yoga and ballet.

##### Summary:

The incorporating of the yoga in particular was extremely effective as it centered the students and gave them incredible focus. They also worked as a group in a very focused way.

##### Enhancement (Part I):

In the future I will continue to incorporate yoga in the warm up as it warms up their muscles, minds and gets them to breathe deeply which helps alleviate nerves and anxiety.

##### Enhancement (Part II):

**Outcome 2: Statement** Modified: []

Students heighten abilities to analyze text and performance content for self-advancement.

**Outcome 2: Assessment Planning** Modified: [05/02/2011]

##### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Liz Stimson

Assessment Tools: Performances/Demonstrations • Written Reports

**Outcome 2: Reflect & Enhance** Modified: [05/02/2011]

**Number of people involved in Phase III: 1**

##### Changes:

##### Methods:

The students were assigned a play to analyze and a monologue (from the same play) to analyze and perform.

##### Summary:

The students showed a clear understanding of the analysis of the plays and incredible confidence in the performing of the monologues.

##### Enhancement (Part I):

In the future I will more clearly define what is required in the monologue analysis, specifically clarifying the following: objective, obstacles, tactics and beats.

**Enhancement (Part II):****Outcome 3: Statement** Modified: []

Students develop foundation knowledge of the processes of theatre as a collaborative art form.

**Outcome 3: Assessment Planning** Modified: [05/02/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Liz Stimson

Assessment Tools: Performances/Demonstrations • Written Reports

**Outcome 3: Reflect & Enhance** Modified: [05/02/2011]

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

The students were required to view a live theatrical production and write a review.

**Summary:**

The students showed a clear understanding of the acting tools as well as an understanding of theater being a collaborative art form.

**Enhancement (Part I):**

In the future before the students see the play, I plan to add into the curriculum a brief lecture on directors and designers so that the students have a greater understanding of the many people involved in a theatrical production.

**Enhancement (Part II):**

**Outcome 4: Statement** Modified: []

Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.

**Outcome 4: Assessment Planning** Modified: [05/02/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Liz Stimson

Assessment Tools: Performances/Demonstrations • Written Reports

**Outcome 4: Reflect & Enhance** Modified: [05/02/2011]

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

The students were assigned a scene from a play and they were assigned a scene partner.

**Summary:**

The students met my expectations.

**Enhancement (Part I):**

**Enhancement (Part II):**

**Outcome 5: Statement** Modified: []

Students gain and actively develop fundamental employment of the foundational acting process.

**Outcome 5: Assessment Planning** Modified: [05/02/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Liz Stimson

Assessment Tools: Performances/Demonstrations

**Outcome 5: Reflect & Enhance** Modified: [05/02/2011]

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

The students performed both monologues and scenes during the

quarter and they were asked to write down the following before each performance: their objective, their obstacles and their tactics.

**Summary:**

The students needed to articulate exactly what they were going to do in each performance. By articulating their objectives, obstacles and tactics before each performance, their work was focused and powerful.

**Enhancement (Part I):****Enhancement (Part II):**

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[ Number of Outcomes for THEA 20A: 5 ]