

## ASSIGNMENTS, METHODS OF INSTRUCTION AND EVALUATION

It is important to keep in mind that the assignments and methods of instruction and evaluation must be *appropriate to the stated objectives*. In particular because the objectives must include critical thinking, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. The objectives must be *integrated* into methods of instruction and evaluation. **Sample: Theatre Arts Outline** Source: Statewide Academic Senate "Stylistic Considerations in Writing Course Outlines of Record" Adopted Spring 1998

### Course Objective

The student will:

- A. Define and demonstrate an understanding of general theatre terminology.
- B. Observe and analyze the various components of a theatrical performance.
- C. Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwright which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period.)
- D. Differentiate between the play as literature and the play as performance.
- E. Evaluate the effectiveness of theatrical techniques in performance.
- F. Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturg, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.
- G. Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.
- H. Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.
- I. Compare and contrast theatrical conventions of various historical periods and cultures.
- J. Compare and contrast live and recorded interpretations of the same dramatic texts, distinguishing between representational and presentational forms of theatrical art.
- K. Develop a set of criteria for evaluating dramatic art.

### Methods of Instruction

- A. Lecture presentations and classroom discussion using the language of theatre.
- B. In class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Follow-up in-class performances of selected dramatic texts followed by instructor-guided interpretation and analysis.
- D. Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.
- E. Project group meetings in class to develop play interpretation project and group presentation.
- F. Group presentations of major projects followed by in-class discussion and evaluation.
- G. Lecture presentations on the organization of theatrical companies followed by in-rehearsal and back-stage visits at required performances.
- H. In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.

### Assignments

- A. Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.
  1. Participation in class discussions about plays.
  2. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.
  3. Presentation of written criticism around assigned topics.
  4. Written reviews of live performance.
- B. Analyses of several live performances of amateur and professional theatres presented during the academic quarter.
  1. Attendance at required performances.
  2. Participation in discussions of performances.
- C. Readings from class text on theatre appreciation.
  1. Application of terms and theories in class discussion.
  2. Application of concepts in written analyses.
- D. Listening and viewing.
  1. Study of plays on videotape and audiotape.
  2. Preparation for participation in daily analyses of texts and performances.
- E. Interpretative analyses of published critical reviews of performances and plays.

### Methods of Evaluation

- A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques.
- B. Assessment of contributions during class discussion.
- C. Assessment of participation in and contributions to group projects.
- D. Evaluation of written criticisms for content, form, and application of critique methodology.
- E. Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.
- F. Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and performance techniques.
- G. Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.