



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS - DRAMA
DRAM 362 Theatre For Young Audiences
Session: Fall 2015-Winter 2016

Instructor Office Email Office Hours	Nicola Elson Craigie Hall D215 nelson@ucalgary.ca By appointment
Day(s),Time(s) and Location of Class	CH E107 Laboratory - Wednesday 2:00pm - 3:50pm Seminar - Monday 2:00pm - 3:50pm
Out of Class Activities	<ol style="list-style-type: none"> 1. Students are required to see a number of 'Theatre for Young Audience' productions throughout the fall and winter semesters. It is important that the students see the same shows so that group discussions can be had. 2. Some of the students assignments are performance based and may occur at Daycares or Elementary Schools. Alternatively, young audiences may come to the University. 3. The final project will be performed at the Calgary Zoo (free admission)
Learning Resources: Required Readings, Textbooks and Materials	N/A
Prerequisites	Drama 200 or consent of the Division Chair, Drama
Supplementary Fees	None.
Course Description	Exploration of performance techniques specific to Theatre for Young Audiences (TYA) content, forms and venues. Study of the history and production of TYA, as well as the creation of original performances. There is a performance component that includes tours in the community.
Course Overview	<p>Drama 362A is an introductory course into a specialized branch of theatre known as Theatre for Young Audiences (TYA). This course will give a performance-based overview of various theatrical styles found in TYA including:</p> <ul style="list-style-type: none"> • Full Emotion Mask • Character Half Mask • Pochinko Clown • Shadow Theatre • Puppetry / Object Theatre • Foley / Live Music <p>Students will become familiar with the history of TYA and what the current local and international realities are. They will gain an understanding of the challenges to market TYA to schools and the general public.</p>

Students will be given tools to develop their own TYA productions focusing on the following projects:

- Adapting existing children’s books into plays
- Creating plays for specific ages, i.e. the five-year-old audience verses the fifteen-year-old audience
- Delving into the world of Taboo topics in TYA, i.e. how do you make a children’s play about death, gender identity, special needs, etc
- Developing issue-based or curriculum-based plays, which will be followed by a discussion on the merits of education verses art and if the two can be unified. This will culminate in a performance at the Calgary Zoo

Students will learn how to prepare for TYA auditions by building a resume and presenting TYA friendly monologues. A mock interview for each student will also take place.

Students will become familiar with local and national TYA companies, their mandates and theatrical styles. They will learn how to critique local productions through group discussions and oral presentations. Focus will be placed on constructive criticism, being able to articulate why something did or didn’t work and offering concrete suggestions on how to improve a particular production.

Note: Wagonstage is a Children’s Theatre Summer Touring Company run by the University of Calgary in partnership with the City of Calgary. It is encouraged (but not required) that all students taking the course audition for this paid summer acting job. Auditions are usually held after Christmas.

Objectives of the course are for students to:

- Learn basic principles and techniques for creating engaging TYA
- Be given opportunities to perform and interact with children
- Learn different theatrical styles such as mask and puppetry to expand their skill sets
- Become familiar with curriculum content and to explore the differences between Education and Entertainment in TYA
- Explore various techniques in the Adaptation of existing children’s stories into plays as well as gaining tools to create original works
- Develop a sense of what works for what age group
- Explore ‘taboo’ topics in TYA
- Begin to explore Professional Development, i.e. how to prepare for professional opportunities in TYA

Course Learning Outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Know their target audience. This is two fold. Firstly, they will understand how to create a show that appeals to a specific age group. Secondly, they will understand how to market their product to teachers and parents/guardians. 2. Push the boundaries of TYA and be willing to create challenging, magical plays for the young. 3. Understand and appreciate the value of curriculum / issue based TYA. 4. Understand and appreciate the value of non-curriculum / non-issue based TYA, where the goal is simply to captivate the audiences imagination. 5. Have a 'tool belt' of theatrical styles to incorporate into various projects (clown, mask, puppetry, etc) 6. Become comfortable performing for children
Course Schedule:	<p><u>Fall</u></p> <ul style="list-style-type: none"> • Origins of TYA: <i>Early September</i> • Full Mask & Half Mask: <i>September</i> • Clown: <i>October / November</i> • Shadow Theatre & Puppetry & Object Theatre & Foley & Live Music: <i>November / December</i> • Oral Presentation on Local Theatre Companies Mandates: <i>November 16th, 18th</i> • Professional Development: <i>Mid November / December</i> • Theatrical Styles Presentation to a Young Audience: <i>Monday December 7th</i> • Attending various Productions: <i>Dates TBD</i> <p><u>Winter</u></p> <ul style="list-style-type: none"> • Education verses Art: <i>Early January</i> • Adaptation of a Book for the very Young: <i>January / February</i> • Taboo Topics in TYA: <i>February / March</i> • Oral Presentations on TYA productions seen throughout the course: <i>Mid March</i> • Curriculum Based TYA (Zoo project): <i>March / April</i> • Final Zoo Presentation: <i>Monday April 11th</i>

Assessment Components	<p>Assignment 1: <u>Full Mask / Half Mask / Clown (Theatrical Styles)</u> Value: 10% Due Date: Ongoing (September - November) Type: Performance Based Project Description: Students will explore Laban, Body Leads and Gesture Work to create masked characters. From there, they will use mask to develop Pochinko style clowns and create turns to be presented to the class</p> <p>Assignment 2: <u>Puppetry & Object Theatre / Foley & Live Music / Shadow Theatre (Theatrical Styles Cont'd)</u> Value: 5% Due Date: Ongoing (November / December) Type: Performance Based Project Description: Students will explore various theatrical styles, learning technique and discipline in each area. The end goal is to have student apply these styles to various narratives, choosing which style works best</p> <p>Assignment 3: <u>Oral Presentation on Local and National Theatre Companies & their Mandates</u> Value: 5% Due Date: November 16th and 18th Type: Performance Based Project Description: Students will present their finding to the class on a specific local and national TYA company.</p> <p>Assignment 4: <u>Theatrical Styles Presentation to a Young Audience</u> Value: 10% Due Date: Monday December 7th Type: Performance Based Project Description: Students will put together various turns, shadow theatre stories, puppetry scenes, etc, to be presented to the on campus daycare.</p> <p>Assignment 5: <u>TYA Audition / Professional Development</u> Value: 10% Due Date: Ongoing (Mid November / December) Type: Performance Based Project Description: Students will learn how to build a resume and choose TYA appropriate monologues for auditions. Mock interviews will also be conducted.</p> <p>Assignment 6: <u>Adaptation / Age Specific Theatre</u> Value: 10% Due Date: Ongoing (January / February) Type: Performance Based Project Description: Students will choose a story for the very young and adapt it into a theatrical presentation incorporating various theatrical styles. They will also learn how to market their product. A final performance will be presented to a young audience.</p> <p>Assignment 7: <u>Taboo Topics in TYA</u> Value: 10% Due Date: Ongoing (February / March)</p>
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	<p>Type: Performance Based Project</p> <p>Description: Students will explore various children’s books that deal with sensitive subject matter (death, special needs, gender identity, sex ed, abuse, etc). Groups will choose an existing storybook that focuses on one of these issues and adapt it into a theatrical presentation. The audience, in this case, will comprise of their peers rather than children, due to the delicate content of the presentations. They will also learn the complexities of trying to market plays with controversial themes to schools and public audiences.</p> <p>Assignment 8: <u>Curriculum Based Creation Project</u> Value: 10% Due Date: Monday April 11th Type: Performance Based Project Description: Students visit the Calgary Zoo and become familiar with various animal’s scientific, environmental and individual stories. They choose which animals they’d like to focus on and create a play suitable for family audiences. The goal is to incorporate learning content seamlessly into the story. They will also learn how to market their plays to the Calgary Board of Education, and so, must be familiar with their curriculum guidelines. The final presentation will occur at the zoo performed to zoo patrons.</p> <p>Assignment 9: <u>Oral Presentation on a Local Production</u> Value: 10% Due Date: Ongoing (Mid March) Type: Theatrically inspired Oral Presentations Description: Students will be put into groups and will present a critique of a local TYA production. They will present in the theatrical style that the play was performed in.</p> <p>Assignment 10: <u>Participation</u> Value: 20% Description: See Below</p>
<p>Assessment Expectations</p>	<p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>Due to the collaborative nature of the class, regular attendance is essential. Participation will be marked using the following criteria:</p> <ol style="list-style-type: none"> 1. Active and responsible involvement in the group projects. <ol style="list-style-type: none"> a) Contribution to group: questioning, listening, discussing, making suggestions b) Active negotiating in large and small groups followed by wholehearted cooperation and commitment when consensus is reached c) Compromise – ability to lead and follow <p><i>*Note – When students are working on projects where the teacher is not there to observe; i.e. outside of class time, etc, students may be asked to complete peer</i></p>

evaluations to determine group dynamics and individual participation. Feedback from peers will effect each students participation grades.

2. Active and responsible involvement in and reflection upon class work.

a) Using constructive criticism

b) Differentiating between flaws in structure, story and technique verses knowing your preferred aesthetic

3. Attendance and punctuality;

This is the most crucial component of the course. It is imperative that students have an excellent attendance record as all assignments are group / performance based.

Students must communicate to the instructor that they are unable to attend prior to that class beginning. The instructor will determine on a case by case bases whether the absence will be approved. Each time a student has an unapproved absence, he or she will lose 5% of their participation and growth and development grade. In additions, three lates over ten minutes will be regarded as one unapproved absence and 5% will be removed from their final participation and growth and development grade. A reminder that this is 20% of the final mark.

Guidelines for Formatting Assignments

All written assignments in this class should be submitted in MLA (Modern Language Association) formatting, the standard format for liberal arts and humanities courses. If you are unclear about MLA style and formatting, you can pick up the MLA handbook and style manual at the bookstore.

Guidelines for Submitting Assignments

Students may submit assignments in class, or via instructor e-mail. Assignments must be received by the time specified on the arranged due date.

Late Assignments

The Instructor will accept late assignments - however, a penalty of a half grade will be taken from the over-all score of the assignment. For example: assignment submitted would receive an A- for content, if turned in late, assignment then receives a B+.

Criteria That Must Be Met To Pass

With successful completion of each assignment, a professional and positive attitude, and consistent in-class participation and attendance, students will pass this class without issue.

Grading Scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.2 of the Undergraduate Calendar for 2015-2016:</p> <table border="0"> <thead> <tr> <th>Grade</th> <th>GPA</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding.</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent-superior performance, showing comprehensive understanding of subject matter.</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>B+ 3.30</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good - clearly above average performance with knowledge of subject matter generally complete.</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td></td> </tr> <tr> <td>C+</td> <td>2.30</td> <td></td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory - basic understanding of the subject matter.</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</td> </tr> <tr> <td>D+</td> <td>1.30</td> <td></td> </tr> <tr> <td>D</td> <td>1.00</td> <td>Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0</td> <td>Fail - unsatisfactory performance or failure to meet course requirements.</td> </tr> </tbody> </table>	Grade	GPA	Description	A+	4.00	Outstanding.	A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.	A-	3.70	B+ 3.30	B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.	B-	2.70		C+	2.30		C	2.00	Satisfactory - basic understanding of the subject matter.	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)	D+	1.30		D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.	F	0	Fail - unsatisfactory performance or failure to meet course requirements.
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MIDTERM AND FINAL EXAMINATION SCHEDULING	<p>Final examinations may be scheduled at any time during the examination period (11-22 December for Fall 2015 term; 16-27 April for Winter 2016 term); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final</p>																																				
DEFERRALS OF EXAMS/TERM WORK	<p>It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html</p>																																				
INTERNET AND ELECTRONIC COMMUNICATION DEVICE	<p>elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app</p> <p>The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.</p>																																				

ACADEMIC INTEGRITY, PLAGIARISM	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism-- Using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.</p>
COPYRIGHT	<p>It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University’s Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).</p>
ACADEMIC ACCOMMODATION	<p>Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .</p>
FOIP	<p>ucalgary.ca/secretariat/privacy</p>
STUDENT MISCONDUCT	<p>ucalgary.ca/pubs/calendar/current/k.html</p>
ACADEMIC STANDING	<p>ucalgary.ca/pubs/calendar/current/f.html</p>
SAFEWALK	<p>220-5333 anytime. ucalgary.ca/security/safewalk</p>
CAMPUS SECURITY	<p>220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.</p>
EMERGENCY EVACUATION	<p>Assembly points for emergencies have been identified across campus. The primary assembly point for Craigie Hall is the Professional Faculties Food Court. For more information, see the University of Calgary’s Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints</p>
FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES	<ul style="list-style-type: none"> • For academic advising, visit the Arts Students’ Centre (ASC) for answers about course registration, graduation checks, and the ‘big picture’ on programs and majors. Drop in at SS102, email us at ascarts@ucalgary.ca or call us at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. • For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment. • For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.

COURSE OUTLINES FOR TRANSFER CREDIT	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
LETTER OF PERMISSION	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
STUDENT UNION CONTACT STUDENT OMBUDSPERSON	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: gsa.ucalgary.ca/executive Student Ombudsman: su.ucalgary.ca/page/quality-education/academic-services/student-rights
UNDERGRADUATE ASSOCIATIONS	DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca