

A - New Course Proposal V. 7.2022 : Entry # 3345**DEAN Decision**

Approved

Date

09/11/2024

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/22/2024

Begin Form**Today's Date**

09/11/2024

Your Name:

Jesse Galas

Your Email:jgalas@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Doug Brown

Email address of your Department Chairdbrown@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Arts & Design

When should this proposal take effect?

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Spring 2027

Information for the Registrar**Choose the department designator from the list below.**

THE

Proposed Course Number?

3620

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Acting on Pitch II

Write the catalog description of your proposed course:

This intermediate course builds upon the foundational skills developed in THE 2610, focusing on more complex integration of acting and singing techniques in musical theater performance. Students will explore advanced character development and analysis, embrace challenging repertoire in contrasting styles, enhance ensemble work and scene-to-song transitions, deepen historical knowledge and style interpretation, and refine their ability to seamlessly blend acting and singing in various musical theater styles.

How many credit hours will this course be?

1

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Spring semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

MUS 1200 Voice Lessons
or

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THE 1200 Fundamentals of Acting,

and

THE 2610 – Acting on Pitch,

or permission of instructor

Is this new course being proposed because of a new or revised major or minor proposal?

This course is not part of a new major or minor, but will be part of the new Musical Theater Emphasis. The degree is still a BA in Theater - Musical Theater Emphasis.

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

BA in Theater - Musical Theater Emphasis

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The Department of Theater and Dance believes in collaborative, experiential opportunities for our students, both onstage and behind the scenes. We believe that the addition of the Musical Theater Emphasis to our program, and THE 3610 - Acting on Pitch II, will provide a studio space for the intermediate student to apply the theories they are learning in class. This course will be the 2nd in a 3 part series that continues to have students apply quantifiable acting theory to more challenging musical theater repertoire.

As the Chair of the Musical Theater Ad Hoc Committee, we have spent the past year polling the students, comparing curriculum from other BA programs across the country, and synthesizing our findings into this interdisciplinary emphasis which will undeniably lead to greater recruitment into our program of Theater and Dance, and the opportunity for a deeper level of experiential learning for our students.

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List all student learning outcomes for this course.

LEARNING OUTCOMES and LIFE SKILLS LEARNING OBJECTIVES

1. Apply advanced vocal techniques to challenging musical theater repertoire, thereby expanding their list of specific, actable verbs and the ability to utilize them in performance. Students will be able to seamlessly transition from scene to song, seeing the piece as a whole rather than separate entities. Cultural Competence, Speaking Persuasively, Critical Thinking, Resiliency and Growth Mindset, Coachability
2. Students will implement alternate methodologies for acting a song, such as Grotowski or Authentic Movement, practicing a psycho-physical approach which will continue to solidify a kinesthetic response to the materials used. Critical Thinking, Speaking Persuasively, Cultural Competence, Interdisciplinary Problem Solving, Resiliency and Growth Mindset
3. Research Musical Theater Canon by both era and genre, allowing for a greater breadth of diversity in choice of material, thereby gaining a greater appreciation for musical theater canon at large. Critical Thinking, Speaking Persuasively, Writing Persuasively, Cultural Competence, Interdisciplinary Problem Solving, Resiliency and Growth Mindset, Coachability
4. Create and sustain multiple characters within a single performance, developing physical and mental stamina. Resiliency and Growth Mindset, Coachability

List any units or content areas that will be required for all sections of this course.

Musical Theater Canon including, but not limited to:

- 1st Solo Presentation (Musical Comedy/Operetta)
- 2nd Solo Presentation (Jukebox/Reviews)
- 3rd Solo Presentation (Contemporary 2000 - Present)

List any assignments, tests, or other assessments that will be required for all sections of this course.

Participation/Discussion (10 pts per class) You are working to develop our stated values of preparation, presence, and respectful, engaged collaboration. Your participation/ discussion grade consists of how well you practice these values within the classroom community. There will be reading and performance in this class, and in order to contribute, you must do both. Critical Thinking, Speaking Persuasively, Cultural Competence, Resiliency and Growth Mindset, Coachability, Curiosity Motivation

Quizzes (4 @ 50pts) Each quiz will assess your growth in a different area of Acting the Song. Formats could include: in class, online, oral, and written. (Music/Lyric Analysis, Psycho-physical choreography, Offbook,) Critical Thinking, Writing Persuasively, Cultural Competence, Resiliency and Growth Mindset, Coachability

Midterm Presentation "One Hit Wonder – Musical". OR EQUIVALENT (1 @ 150 pts) For your midterm, you will create a powerpoint (or equivalent) to present your dramaturgy and theoretical research and reasoning about a musical that ultimately failed, but produced at least one hit song. You will use selected pictures and songs to clarify your findings. Speaking Persuasively, Writing Persuasively, Coachability

Solo Presentations: (3 @ 100 pts) – For each solo presentation, you will choose a song from a Musical Comedy/Operetta, Jukebox/Review and a Contemporary musical to work on and present.

Final Exam - Duet: (1 @ 150 pts) For your Final Exam, you will work with a partner to choose a song from any era in Musical Theater, then stage and perform the scene leading into the song as a duet. Critical Thinking, Speaking Persuasively, Cultural Competence, Interdisciplinary Problem Solving, Resiliency and Growth Mindset

Extra Credit (points TBA) If you identify as a student of the Theatre, you have the opportunity to affect the success of our greater company and production work here at HPU. In support of our classroom value of community, you will receive credit for attendance at various department events. Events include: Convocation, Boot Camp, Auditions, Work Calls, Opening Nights, Strikes, Department Workshops and Guest Artist Presentations.

Teamwork, Resiliency and Growth Mindset, Cultural Competence, Interdisciplinary Problem Solving

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Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Presentation for the Modern Performer, by Stephen Purdy. Bloomsbury, 2016. 978-1472566560 OR as decided by instructor.

List any course policies that will be required for all sections of this course.**ATTENDANCE POLICY**

- Per HPU policy, you get three absences (excused or unexcused) for free (without penalty). After those three absences (2 tardies = 1 absence), absences are counted against your participation/discussion grade at the penalty of 10 points per class. There is a penalty of 5 points for every tardy. You are tardy if you enter class after I finish taking roll.
- An excused absence is one where you contact me BEFORE class begins to explain your absence, and I let you make up the work. An unexcused absence is one where you DO NOT contact me before class begins, and I do not have to let you make up the work.
- LATE WORK: Late work will be accepted at a penalty of 5 points off the top for every 24 hour period.
- Students will be evaluated on both their individual and partner responsibilities and will be held accountable for their work.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

N/A

Sample Syllabus

- [THE-3610-Acting-on-Pitch-II.pdf](#)

Additional Documents

- [THE-3610-Assessment-Strategy.pdf](#)