COURSE CALENDAR DESCRIPTION

Guides developing directors towards an understanding of the process of acting. Understanding of the actor's process and territory is the first requirement of effective directing. Prerequisites: FA/FILM 2010 6.00 or FA/FILM 2010 9.00.

INSTRUCTOR(S)

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<th>Name</th>
<th>Section / Format / Term</th>
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SPECIAL FEATURES

Organization of the Course

The course develops in several stages. The main objective of the first stage is to lead the students to an understanding of their own subjective realities in a new light. This will came about through a new awareness of their own conduct and the world around them: objects, events, relationships, characters.

METHODOLOGY - both theoretical and practical approaches to acting.

1) Theoretical
A study of Stanislavski's teachings with particular emphasis on CONCENTRATION, OBSERVATION, IMAGINATION as well as the cause-and-effect relationship in human behavior.

2) Practical

1. a) Collective exercises with given aims in improvisations in order to create an exciting group atmosphere and allow ensemble work. The collective games will help the students to overcome the stress, the blockage and the contraction which an individual exercise might provoke.

These will be both physical and sound oriented.

The student must be aware of the final purpose of the exercise. "Why" and "What for", is necessary for she / he to know or to "do" a certain thing. In other words, there has to be agreement as to a Theme and its Finality, before each exercise.
The main objectives of the collective games are:
- concentration
- adjusting
- assuming
- coordination
- relaxation
- orientation
- following rules
- solving unexpected problems

1. b) Work on the inner mechanism of the actor, thought patterns, emotions, characterizations. This is initial preparation prior to working on texts.

3) Monologue Study

The students will be asked to write, create or adapt a dramatic monologue later to direct and perform in. Each student is strongly encouraged to write an original 1-2 pages monologue for a character whose background story has been previously established. (In a "lack of inspiration" case, monologues written by other authors, found in theatre plays or in screen plays, are equally accepted.)

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

-Statement of the purpose:

Acquiring a new perception, the young actor will get rid of preconceived notions imposed upon him by family, education, society, political structures, etc.

At the next stage, the student will learn to perform with none of the inhibitions, self consciousness, frustration and self centeredness which might accompany him in his private life. The students will be encouraged to analyze reality objectively by establishing a rapport with objects, human beings and atmospheric phenomena.

The process of learning to relate objectively to the environment liberates the creative potential and allows students to express freely the dynamic complexity of their own subjective personality.

We learn through experience and experiencing and if environment permits it, anyone can learn whatever he chooses to learn; and if the individual permits it, the environment will teach him everything it has to teach.

It is highly possible that what is called talented behavior is simply a greater individual capacity of experiencing.

Experiencing is penetration into the environment, total organic involvement with it. This means involvement on all levels; intellectual, physical, and intuitive.

Acting can be taught to the "average" as well as the "talented" if the teaching process is oriented towards making the acting techniques so intuitive that they become the student's own. (Viola Spolin, Games-Northwestern Press, 1983)
A way is needed to get to the intuitive knowledge. It requires an environment in which experiencing can take place, a person free to experience and an activity that brings about spontaneity.
Then teacher and student can embark together upon an inspiring, creative experience

-Specific learning objectives of the course:

Film 3180.3 is a charted course and treats the following subjects:

1) **Who is the camera?**

   - Establishing the psychological rapport "actor / camera-eye"
   - Camera as a partner (T.V.)
   - Camera as an observer (Cinema)

2) **The cinema actor's psycho-sociological problem due to the film ubiquity.**

   - Learning to follow up the continuity of feelings, emotions, actions.
   - Learning to create the character's behavioral unity through the "puzzle" of bits and pieces that compose him.
   - Conceiving "graphs of the character" as a personal tool for the actor/director.

3) **Body language as an element within frame composition.**

   - A semantic analyses of the gesture on the screen.
   - Acting "the silence".
   - Adjusting the role in correlation with the lens focal length
   - External image of the character: habits, ways of walking, corporal expression, etc

4) **The relation actor-director.**

GRADED ASSESSMENT

**Course Text / Readings**

Additional readings may be assigned or recommended during the course.

* *Requested Readings:*
  * THE DIRECTOR’S INTUITION
    By Judith Weston,
    Michael Wise Production

* *Recommended Readings:*
  * THE ACTOR IN YOU
    by Robert Benedetti, 1999 Allyn&Bacon
  * THEATER – THE LIVELY ART
    by Edwin Wilson&Alvin Goldfarb
    McGraw-Hill, 1991
Grading, Assignment Submission.

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

The evaluation and grading will be based on the quality of completed work, (writing, directing and acting) attendance and meeting deadlines.

Students will be graded on Class Exercises, on the Monologues and on the Final Scenes, as well as on the essays which they will be required to write.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

All Final Monologues and Final Scenes must be labeled and submitted on 1/2" video cassette, or DVD or mini DV.

A cast and a crew list must be included with the cassette.

Grade penalties are assigned for lateness.

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GRADING:

Exercises and Class Assignments 20 %

Essays 15 %

Final Monologue 50 %
1. a) directing 25 %
2. b) acting 25 %

Attendance, class participation 15 %

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TOTAL 100 %
Lateness Penalties and Missed Tests

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Film Department section of the Undergraduate Calendar: www.yorku.ca/film

Lateness Penalty: Assignments received later than the due date will be penalized (5% grade per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. (e.g. shooting a scene outside of class time)

Further extensions or accommodation will require students to submit a formal petition to the Faculty.

ADDITIONAL INFORMATION

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents)

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm
• York’s Academic Honesty Policy and Procedures/Academic Integrity Website
• Ethics Review Process for research involving human participants
• Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
• Student Conduct Standards
• Religious Observance Accommodation

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (http://www.yorku.ca/academicintegrity/students.htm).

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials.
It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:
- **Office for Persons with Disabilities:** N108 Ross, 416-736-5140, www.yorku.ca/opd
- **Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:** 130 BSB, 416-736-5297, www.yorku.ca/cdc
- **Atkinson students - Atkinson Counselling & Supervision Centre:** 114 Atkinson, 416-736-5225, www.yorku.ca/atkcscc
- **Glendon students - Glendon Counselling & Career Centre:** Glendon Hall 111, 416-487-6709, www.glendon.yorku.ca/counselling

**Ethics Review Process**
York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

**Religious Observance Accommodation**
York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf

**Student Conduct**
Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/secretariat/legislation/senate/harass.htm

Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents):
Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.

Moodle @ York University