

# COURSE SYLLABUS



**COURSE TITLE:** MUSC-146: "Taking the Stage" - Foundations of Stage Presence

**CLASS SECTION:** 001

**TERM:** 2024F and 2025W

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** in person\*

\*With Zoom option for presentations and managing illness. See course information below.

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

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**NAME:** Kara Flanagan

**EMAIL:** [kara@vadarts.com](mailto:kara@vadarts.com)

**OFFICE:** N/A

**HOURS:** N/A

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

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## CALENDAR DESCRIPTION

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Students will be introduced to an array of specific skillsets and strategies that contribute to building confidence and successfully communicating their musical performances and public presentations that include music and spoken word. Students will explore approaches to performance that include stage speaking, physical deportment, oratorical techniques, story-telling, affected versus authentic presence, stage posture and conduct, and self-confidence. Students will be expected to apply their acquired learning through practical application.

### PREREQUISITE(S):

One of:

- C in English 11
- C in Camosun Alternative
- C in ENGL 050 (if taken prior to September 2020)
- C in ELD 072 and ELD 074

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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1. Demonstrate an understanding of specific techniques and strategies that support the achievement of successfully communicated music and other public performances.
2. Identify personal and unique qualities as related to confident stage presence.
3. Create and deliver a performance/presentation project that demonstrates newly acquired stage skills.
4. Investigate and demonstrate attributes of successful musical performance.
5. Demonstrate an understanding of self-limiting performance traits or behaviors, while recognizing the influence of cultural frames of reference and individual differences, and develop authentically grounded approaches to overcoming these traits in performance.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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In class handouts.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Zoom may be used by the teacher/students to facilitate participation for presentations and/or manage participation in the event of illness. Students must email the teacher in advance of class (ideally 24 hours, if possible) to request online access to class. Emails received in less than 24 hours may be accommodated on a best-efforts basis and subject to availability of Zoom access.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	Orientation & Logistics	
Week 2	The Entrance	
Week 3	Working through Obstacles	
Week 4	Enhancing Awareness	
Week 5	Performance Education	
Week 6	Becoming the Performer we want to be	
Week 7	Flex Session	One-on-one flex sessions will replace at least one group class
Week 8	Midterm Performances	
Week 9	Specificity	
Week 10	Intention	
Week 11	Energizing your Performance	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 12	Set the Stage	
Week 13	Rehearsal	
Week 14	Final Performance Projects	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## Week 1 - Orientation & Logistics

- Land acknowledgement
- Introductions & orientation
  - names
  - pronouns
  - area(s) of performance
  - performance training
- Logistics
  - Schedule during each class
    - Breaks
    - Snacks/coffee permitted (except in performance halls)
  - Keeping track of things
    - Checking emails for logistical changes, e.g., performance dates
    - Reflective Journal: you will create a reflective journal using the ORID method: Objective (describe each class in your own words), Reflective (reflect on your thoughts and impressions), Interpretive (question and make sense of your learnings) and Decisional (make conclusions). Your journal will include some creative assignments, e.g., writing a short story and drawing, to provide you with other ways of interpreting your experiences.
  - Term schedule and Evaluation Criteria
    - course objectives
    - the three “chapters”
      - understanding oneself
      - understanding performance & stage
      - understanding outward connection
    - a performance opportunity during every class
    - attendance
    - scene study
    - exemplar project
    - midterm
    - final performance
  - Sickness: option for attending class online (but must email teacher 24 hours in advance)
  - online setup (when needed)
    - laptop/desktop computer is preferred

- cameras on unless otherwise communicated, muted while not talking
    - adjust audio settings to “enable original sound” for performing
  - Recording Devices: smart phone for creating your own performance videos
- Weekly Performance Opportunities:
  - Everyone performs for 1-3 min with two components:
    - Introduction of your performance
    - Performance of your choice: 1-2 minutes
  - Observations
- Education:
  - Introduction to Performance Terminology and Techniques
- Training:
  - Applying performance techniques in short exercises
- Journaling
- Homework: next week bring a song that you can play an excerpt from in class that inspires you and gives you confidence in performance.

### **Week 2 – The Entrance**

- Sharing our music: how does this song inspire you? What aspects of the song empower you? Why? Journal about it.
- Exercise 1: Enter and tell a story
- Observations about Entrances: Brainstorming
- Specific elements of the entrance: breath, pace, intention, energy, and feeling
- Journal about entrances.
- Exercise 2: Enter and tell a story
  - Define your focus. Let’s choose some elements of the entrance for you to try. Specific acting techniques will be assigned to each student. Write a land acknowledgement.
  - Apply the techniques and incorporate the new elements in your entrance.
- Performances and Scene Study
- Journaling

### **Week 3 – Working through Obstacles**

- Discussion: what challenges do you have with performing? In our classes, we’ll explore obstacles and how they impact our work. Examples of obstacles for the performer are: anxiety, nerves, stage fright, self-judgement, tension, etc.
  - Draw a picture in your journal of your experience of your performance challenge. This can be literal or metaphorical.
- Acting Education and how it can support your performance:
  - Provides you with techniques that you can apply.
  - These techniques can help you focus.
  - Review of terminology.
  - Acting Exercises
- Self Assessments:
  - Performance Obstacles
  - Performance Goals
- Performance Education: empowerment.
  - Let’s discuss some of the key influencers from acting and psychology who created exercises to create a feeling of empowerment.
  - Empowerment exercise

- Performances and Scene Study
- Journaling
- Exemplar Project: Write about a performer with great stage presence. What do you admire about their performance delivery, e.g., voice, movement, presence, introductions, entrances, etc.?
  - Homework: Do a short presentation next class on the performer and what you admire. Share a video or audio clip with the class exhibiting the qualities you admire.

#### **Week 4 – Enhancing Awareness**

- Brainstorming Exercise 1:
  - What are the characteristics of great performers? E.g., across disciplines
- Self Assessment:
  - What are the characteristics of great performers that you admire the most?
- Brainstorming Exercise 2:
  - What are examples of poor performers?
- Self Assessment:
  - What are you afraid will happen in performance? What aspects of performance do you struggle with?
  - Let's reassess our performance goals from week 3.
- Exemplar Project: Presentation on Great Performers
- Observations on Presentations
- Review Brainstorming Exercise 1
  - What can we add to the list of great performing qualities? Record these observations in your journal.
- Performances and Scene Study
- Journaling

#### **Week 5 – Performance Education**

- Journaling
- Discussion of Great Performers:
  - What are the performing qualities we admire the most?
  - How much of performance is an act?
  - Next we'll look at how acting methods can help us in performance.
- Performance Education:
  - Using acting techniques, we're going to work through some exercises to incorporate elements of performing and stage presence in our work.
  - Observations
  - Journaling
- Homework: Exemplar Project Part 2:
  - Observe a performer with great stage presence. It can be the same one you presented before or another performer. What do you admire about their performance delivery, e.g., voice, movement, presence, introductions, entrances, etc.? Incorporate 1-2 parts of their performance delivery in your presentation next week. Include a short presentation on what you admire about the performance. Be as specific as you can. Share a video or audio clip with the class exhibiting the qualities you admire.
- Performances and Scene Study
- Journaling

## **Week 6 – Becoming the Performer we want to be**

- Land acknowledgement
- Exemplar Project Part 2 Presentations Format: perform, then present the performer you admire and discuss what you have incorporated in your performance. Show a video clip of the performer.
  - Observations from class
- Self Assessments:
  - What value did that “character” and/or attributes of the performer bring to your performance?
  - What would you change?
- Performance Education:
  - Working in character: a discussion of character development through the lens of acting.
- Performances and Scene Study
- Journaling

## **Week 7 - Flex - One-on-One Session**

The flex session is meant to replace a course group class and is dependent on scheduling. This could happen at week 7, or another week, depending on timing, e.g., for accessing performance halls. We will go over student progress, challenges, questions, and individualized goals, practices, and coursework.

## **Week 8 - Midterm Performances**

- Prepare
- Perform
- Feedback
- Journaling

## **Week 9 - Specificity**

- The Performance as a scene and you as the Actor
  - Journaling: write a short story about your upcoming performance at the end of class. It should have a beginning, middle and end. Present it to the class.
  - Observations about your stories.
- The role of witness/audience
- Performance is relational
- Allow oneself to be seen
- Round of “performances” with witnessing
- Performances and Scene Study
- Journaling

## **Week 10 - Intention**

- Working with Intention
- Exercises
- Journaling
- Performance attributes, e.g., internal vs. external
- Performances and Scene Study

## **Week 11 – Energizing your Performance**

- Acting exercises for energizing your performance, and developing charisma
- Self Assessment: how are you progressing with your performance goals from week 3?
- Journal Work and Discussion:
  - Draw a picture in your journal of your experience of your performance challenge. This can be literal or metaphorical.
  - Present the picture you drew in the beginning of the course and today's class. What's different? How has your experience of performance changed?
- Journaling
- Advice from local playwright David Elendune: "Break legs, blow minds, win hearts, steal show."
- Practice entering the space
- Practice playing "the next note"
- Creating your process: check lists
- Presentation of scenes from scene study work

### Week 12 - Set the Stage

- An examination of spaces and discussion on presentations and costuming
- Reviewing your technical requirements and preparation in creating the artist check list
- Presentation of scenes from scene study work
- Journaling

### Week 13 - Dress Rehearsal

- Workshopping Final Projects
- Getting Feedback
- Journaling: self reflection, e.g., what have you learned that you will apply to your future performances?

### Week 14 - Final Performance

- Presentations/submissions of final performance projects and any missed assignments

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Attendance and Participation	60
Self assessment	10
Midterm Performance	15
Final Performance	15
<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

### SCHOOL OR DEPARTMENTAL INFORMATION

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### STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

### SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>



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Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures”

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.