

COURSE SYLLABUS



COURSE TITLE: Foundations of Stage Presence

CLASS SECTION:

TERM: 2022F

COURSE CREDITS: 3

DELIVERY METHOD(S): ONLINE

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

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 explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Kara Flanagan

EMAIL: kara@vadarts.com

OFFICE: NA

HOURS: NA

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.

CALENDAR DESCRIPTION

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): NONE

CO-REQUISITE(S): NONE

EXCLUSION(S): NONE

COURSE LEARNING OUTCOMES / OBJECTIVES

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

In class handouts.

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

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

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 12	Set the Stage	
Week 13	Dress Rehearsal	
Week 14	Final Performance	

Week 1 - Orientation & Logistics

- Land acknowledgement & gratitude
- Introductions & orientation
 - names
 - pronouns
 - area(s) of performance
- Logistics
 - schedule during each class
 - breaks
 - start/end protocol
 - snacks/tea/coffee
 - get up for breaks as needed, but let me know what's up via private chat
 - keeping track of things
 - journal
 - video clips
 - 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
 - course objectives
 - the three "chapters"
 - understanding oneself
 - understanding performance & stage
 - understanding outward connection
 - a performance during every class
 - assignments
 - exemplar project
 - midterm
 - final performance
 - online setup
 - laptop/desktop computer is preferred
 - hard wired connection if possible
 - cameras on unless otherwise communicated
 - muted while not talking
 - adjust audio settings to "enable original sound" for performing
- Relationship to stage
 - 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. It should be a song written and recorded by someone other than yourself.

Week 2 – The Entrance

- Land acknowledgement
- 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.
 - Apply the techniques and incorporate the new elements in your entrance.
- Performances
- Journaling

Week 3 – Working through Obstacles

- Land acknowledgement
- 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 refocus.
 - 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
- 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

- Land acknowledgement

- 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
- Journaling

Week 5 – Performance Education

- Land acknowledgement
- 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
- Journaling

Week 6 – Becoming the Performer we want to be

- Land acknowledgement

Week 6 – Becoming the Performer we want to be (continued)

- Exemplar Project Part 2 PresentationsFormat: perform, then present the performer you admire and discuss what you have incorporated in your performance. Show a video clip of the performer. Repeat your performance.
 - 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.
- 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 earlier, depending on timing. We will go over student progress, challenges, questions, and individualized goals, practices, and coursework.

Week 8 - Midterm Performances

- Land acknowledgement
- Prepare
- Perform
- Feedback
- Journaling

Week 9 - Specificity

- Land acknowledgement
- 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
- Journaling

Week 10 - Intention

- Land acknowledgement
- Working with Intention
- Exercises
- Journaling
- Performance attributes, e.g., internal vs. external
- Performances

Week 11 – Energizing your Performance

- Land acknowledgement
- Acting exercises for energizing your performance, and developing charisma
- Self Assessment: how are you progressing with your performance goals from week 3?
- Journaling
- Advice from local playwright David Elendune: “Break legs, blow minds, win hearts, steal show.”
- Practice entering the space
- Practice playing “the next note”
- Performances

Week 12 - Set the Stage

- Land acknowledgement
- An examination of spaces
- Journaling
- Creating your process: check lists
- Tech: knowing your set-up
- Costume
- Performances

Week 13 - Dress Rehearsal

- Land acknowledgement
- Soundchecks
- Introduce yourself
- Introduce the piece
- Performances
- Journaling

Week 14 - Final Performance

- Land acknowledgement
- Prepare
- Perform
- Feedback
- Journaling
- 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 class 3 and today’s class. What’s different? How has your experience of performance changed?
 - Questions on what we learned?

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>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Attendance and Participation	60
Self assessment	10
Midterm Performance	15
Final Performance	15
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 policy for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf	TOTAL 100%

COURSE GUIDELINES & EXPECTATIONS

Please join online sessions on time, prepared for class. (We will take breaks as needed.) This means being ready to participate as well as being ready to perform for every class.

Communicate known absences in advance, and make arrangements to account for missed class time.

The same goes for class work: submit assignments on time, or make alternate arrangements when late.

Keep an ongoing journal to assess progress and track course concepts.

Record video clips of performances and organize in a labelled folder.

SCHOOL OR DEPARTMENTAL INFORMATION

The Victoria Conservatory of Music's (VCM's) Department of Postsecondary Studies (DPS) offers multiple pathways to a successful career as a professional in the music industry, as performer, teacher, collaborator/creator, producer, music technology specialist. Our VCM advantages include intimate class sizes, more one-on-one instruction and access to masterclasses with world renowned artist mentors, and customized program options. In addition, all VCM postsecondary students enjoy free access to special events and opportunities, all within a close-knit community of professional instructors and staff.

STUDENT RESPONSIBILITY

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

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/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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 <https://calendar.camosun.ca/mime/media/7/1046/e-1.1+-+Academic+Progress.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. To contact the Office of Student Support: 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.