



CAMOSUN COLLEGE
School of Arts & Science
Department of Music

MUSC-146
Foundations of Stage Presence
2020W

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/musc.html>

• Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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

1. Instructor information

(a)	Instructor:	Victoria Scott
(b)	Office Hours:	Monday : 2:00-2:30pm
(c)	Location:	Room 302
(d)	Phone Number:	N/A
(e)	Email:	version.vicky@gmail.com
(f)	Website:	www.victoria-scott.com

2. Intended Learning Outcomes:

Upon completion of this course a student will be able to:

- 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 present a paper exploring attributes of a particular professional exemplar of successful musical performance.

5) Demonstrate an understanding of self-limiting performance traits or behaviors and develop authentically grounded approaches to overcoming these traits in performance.

3. Required Materials:

- Binder with blank paper
- Pencils/coloured pencils
- Access to internet for research projects
- Comfortable clothes for floor work

All classes to start with 10 mins of parasympathetic versus sympathetic breathing, meditation & gratefulness, body/energy awakening exercises to bring the mind and body into the present, to be clear and fully participatory.

On a regular basis there will be journaling and drawing both in class and as homework to nurture the students relationship with their voice and body. Guided, open sharing within the group will be a significant component and vital to a genuine connection with self.

NOTE: The instructor recognizes, and is sensitive to the fact, that, in some instances, some students may find themselves uncomfortable with select exercises and group experiences. In any instances where a student feels that they are absolutely not able to participate, it is requested that those concerns be brought privately and directly to the attention of the instructor. All reasonable attempts will be made to find alternate learning activities that support the learning outcomes as well as meet the student's concerns.

4. Course Content and Schedule:

Week 1: Introduction to connection to abdominal breathing, diaphragm, 'Relief breath', sound vibration.
Relationship awareness with body & voice.

Week 2: Continued, deeper connection to breath, sound vibration, filling the physical body with sound vibration, releasing breath and sound vibration.

Week 3: Deep Listening - Tracking listening.
Seeing body as skeleton & introduction to gravity with regards to muscle relaxation. Sound vibration as colour. Awakening the senses.

Week 4: Stepping into expanded self. Intro into muscle testing and empowered shifting. Continued sound vibration & physical body relationship building.

Week 5: Group exercises for building trust & physical awareness.
Identifying energy blockages and beliefs causing fear based behaviour.
'Flipping the coin' to see the other side to enable self-empowerment.

Week 6: Introduction into 'You are the creator' - touching base with the inner connection for self-empowerment and self-responsibility.
Deliver performance/presentation of music/acting/teaching etc. that demonstrates newly acquired awareness of self and relationship with body and voice skills.

Week 7: Guided journey for self-awareness and deeper connection to the senses.

Naming physical feeling - creating personal dictionary to express and understand body signals to use for self-harmony. Finding a personal inner space of safety.

Week 8: Introduction to imagery and imagination for speaking & reading.

Week 9: Guided journey to awaken and discover the sensory, psychological, mythic and unitive self for personal awareness and learning to trust intuition. Continued work on imagery and imagination.

Week 10: Continued work on relationship with voice, physical body and intuition.

Week 11: Muscle testing and empowered shifting exercises. Delivery of presentation, script, reading.

Week 12: 90 Day Plan for momentum post course. Deep Listening - Tracking listening.

Week 13: Guided journey to meet the future self for learning to trust intuition. Re-cap of breath work, sound vibration, inner connection, empowered knowing exercises.

Week 14: Final examination - Deliver performance/presentation of music/acting/teaching etc. that demonstrates newly acquired stage skills.

Class Policies:

1. Absences will only be accepted if they are caused by a documented illness, injury or family emergency. Doctor's notes are recommended.
2. All home projects are due in class at the start of the submission deadline class.
3. No cell phone use in class unless specified by instructor.

5. Basis of Student Assessment:

(This section should be directly linked to the Intended Learning Outcomes.)

Basis of Student Assessment -

1. Assignments - 15%
2. Group discussion participation - 15%
3. Midterm presentation - 20%
4. Final Exam - Presentation - 30%
5. Class attendance, preparation, demonstrated commitment - 20%

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.