

THE SCHOOL OF DRAMA

Gerald Freedman, Dean

The School of Drama is committed to training talented young men and women to be exciting, experienced and accomplished professional actors and actresses. The School responds to a definite need in the profession for actors to be technically well-equipped and versatile, as well as creatively inspired. This vital fusion of talent and skill is the concern of the highly qualified professional faculty, which gives close personal attention to each student's development and goals. The School of Drama affirms classical values in its training process. An actor graduating from the drama school will possess a finely honed technique and an artistic sensitivity, capable of discerning standards of quality and integrity. As part of this process, the faculty supports the pursuit of courses in the divisions of High School and Undergraduate Academic Programs in order to provide an artistically and culturally diverse environment that nurtures and develops the whole person. Above all, the actor will be grounded in a behavior that is ethical, disciplined and responsible.

The High School Drama Program

The High School Drama Program is an intensive course of study, focusing on the craft of acting. The program includes instruction and practice in acting, movement, voice and speech, technical theatre, directing, and film appreciation. The carefully planned curriculum emphasizes development of the student's personal resources, aesthetic growth, capacity for artistic collaboration and awareness of theatre's cultural context, while recognizing the importance of the academic program.

Standards of Achievement and Evaluation

Admission to the Program

Enrollment in the High School Drama Program is limited to North Carolina residents who qualify for in-state tuition status, as defined in North Carolina General Statute 116-143.1, and a select number of out-of-state students.

This program is designed for rising high school seniors who have demonstrated artistic interest, dedication, enthusiasm and talent. Audition and interview are prerequisites for admission. Previous training is not a requirement. Final decisions concerning admission are based on the artistic potential of each applicant, letters of recommendation and a high school transcript, followed by an on-campus interview with the student and his/her parent/guardian.

Continuance in the Program

Students are invited to continue in the program by the dean only as long as they demonstrate substantial growth toward artistic excellence. The School of Drama reserves the right to dismiss from the program without probation or an official letter of warning any student whose social, professional or academic behavior prevents the School's classes or rehearsals from proceeding in a creative and productive fashion, and interferes with the training of the other students. The high school year is a probationary year. Students are expected to maintain a 2.5 average in drama classes and an average 2.0 in academic courses in order to be continued for the next term.

Students are evaluated by the faculty each term and are invited by the dean to continue their training. After grades have been considered at mid-term and again at the end of each term, the faculty determines whether a high school student should receive an official Letter of Warning, advising the student and the parents/guardians of the lack of substantial progress. Letters of Warning are based on these criteria: (1) ability to absorb instruction, (2) assessment of talent, and (3) ability to work and adapt in both arts classes and resident life situations. A student who fails to meet the stated criteria will not usually be invited to continue in the program.

It should be noted that each student in the High School Drama Program is unique, and progress within the drama program may be limited by emotional or physical immaturity. It is the observation of the faculty that it would be detrimental to ask a student to continue to move forward in the program if his/her personal rate of growth does not coincide with the work demanded. In such cases, the student is asked to withdraw. This is in no way a reflection of the student's future abilities, but it is a recognition of the High School Drama Program's unique curriculum.

High School Diploma

The state of North Carolina high school diploma with special concentration in theatre arts is awarded to students who satisfactorily complete the requirements of the High School Drama Program and the state of North Carolina for high school graduation. Refer to the High School Academic Program section of this Bulletin for high school credits required for high school graduation.

High School Drama Program Curriculum (2 Units of High School Credit per Year)

All courses listed may not be offered each year. Lists of courses available in any given year may be obtained from the School of Drama office. Drama course requirements are selected from the following:

- DRA 031, 032, 033: Technical Theatre
- DRA 051, 052, 053: Acting Fundamentals
- DRA 061, 062, 063: Fundamentals of Voice and Speech
- DRA 064, 065, 066: Fundamentals of Singing
- DRA 071, 072, 073: Fundamentals of Movement
- DRA 080: Special Techniques
- DRA 090: Rehearsal and Performance
- DRA 599: Intensive Arts

Course Descriptions: The High School Drama Program

DRA 031, 032, 033: Technical Theatre

An introduction to costuming, lighting and scenery. Students learn the use of equipment and basic construction techniques.

DRA 051, 052, 053: Acting Fundamentals

This course begins the process of developing a genuine understanding of the actor's craft. The course explores techniques and theories essential to theatrical performance. Topics include improvisation, fundamentals of acting, scene study and scene presentation.

DRA 061, 062, 063: Fundamentals of Voice and Speech

This course begins the process of building the student's voice for the stage. Classes in breathing, release of tension, voice placement and elimination of regionalism are designed to free the natural sound and develop awareness of the voice as a creative, expressive instrument. The Alexander Technique is introduced as dialects. Speech classes are designed to develop precision of articulation and correct faulty pronunciation.

DRA 064, 065, 066: Fundamentals of Singing

This course is designed to develop relaxation, breathing, balance and posture; to train the ear; and teach music fundamentals.

DRA 071, 072, 073: Fundamentals of Movement

This course is designed to begin the process of developing an awareness of expressive artistic movement. Topics may include jazz dance, theatre movement, mime and pantomime, gymnastics and physical conditioning.

DRA 080: Special Techniques

This course includes special classes designed to give students insight and experience in areas not normally dealt with in traditional acting classes. Topics may include mask, period and style, audition techniques, stage combat, makeup, clowning skills, directing, writing projects, and film and television fundamentals.

DRA 090: Rehearsal and Performance

Students will perform a project that they have developed. The rehearsal period and performance are used by faculty to extend the training. During the rehearsal period, the actor is helped to develop a responsible, professional attitude and approach to work. The actor is encouraged to progress toward a spontaneous and disciplined performance through the run of the production.

DRA 098: Introduction to NCSA

All new high school students are required to participate in this course, which is an extended orientation to NCSA. The academic, artistic, and social aspects of the campus community are explored. Pass/Fail.

DRA 599: Intensive Arts

At the end of the fall term, all students participate in Intensive Arts, a two-week period in which adventurous creativity is stressed. Students are encouraged to pursue interdisciplinary studies and to develop individual creative projects.

The Professional Actor Training Program

Bachelor of Fine Arts/College Arts Diploma

The Acting Program

Standards of Achievement and Evaluation

Each student committed to a career in theatre engages in a rigorous course of study with required classes in voice, movement and acting. The curriculum also includes more specific skills, including mask work, stage-fighting, verse-speaking, dialects, comedy techniques, singing, musical theatre, and period and style. The schedule for each day includes class work relevant to

afternoon and evening rehearsal periods. Major works from the classical repertory through the 20th century are studied. A full schedule of workshops and major productions provides vital performing experience. Every year, students completing the four years of actor training are invited at the recommendation of the dean to participate in a presentation in New York for major agents, casting directors and management from all branches of theatre, film and television.

Admission to the School of Drama

College students are admitted to the program by audition and interview. Audition applicants should prepare three monologues (one classical, preferably from a play by Shakespeare, and two contrasting monologues from contemporary plays). Please be prepared to sing eight to 16 bars of a song without accompaniment. It is recommended that the audition song come from the standard musical theatre repertory. The three pieces and the song must not exceed five minutes total. Each selection should stand on its own as a monologue. Do not use foreign dialects or character voices. Dress appropriately for a rehearsal situation. Costumes and props are unnecessary. Candidates recommended by the Faculty Audition Committee are screened by the Admissions Committee in regard to academic record, potential and social maturity.

Continuance in the Program

Students are invited to continue in the program by the dean only as long as they demonstrate substantial growth toward artistic excellence. The School of Drama reserves the right to dismiss from the program without probation or an official letter of warning any student whose social or professional behavior prevents the School's classes and rehearsals from proceeding in a creative and productive fashion, and interferes with the training of other students.

The School of Drama has developed a program which is designed to provide a full, rounded and highly professional education in actor training. The drama school is aware that its particular professional program is not suitable for everyone.

It is the observation of this faculty that each student in the School of Drama is unique and must develop at his/her own pace. It would be detrimental to ask a student to continue to move forward in the program if his/her personal rate of growth does not coincide with the work demanded. In such cases, the student is asked to withdraw and apply to a training program more suited to his/her developing talents. This is in no way a reflection of the student's abilities, but a recognition of the limitations imposed by the drama school's four-year program.

After the first two years of training, every student receives a certificate that attests to having fulfilled the preliminary actor training requirements in voice, speech, movement and acting. Those students who are deemed adaptable for the second two years of the actor training program are invited to continue for advanced training. Students earning a BFA are expected to adhere to the policies of the Undergraduate Academic Program.

Classification

College students are classified according to their placement level in the arts program. The normal pattern of progression is one year in each level. Most entering students (college freshmen or college transfers) are placed in the first-year program. (*See Advanced Placement.*)

Year One

Studio 1

The first year is a probationary year. Students are expected to maintain a minimum 2.5 average each term in order to be continued for the next term.

Years Two, Three and Four

Studio 2, 3, and 4

Students at each of these levels must achieve a cumulative average of at least 3.0 in drama classes. After grades have been considered at the end of each term, the faculty determines if a student should be placed on arts probation for the following term based on these criteria: (1) ability to absorb instruction, (2) assessment of talent, and (3) ability to work and produce a performance. A student placed on arts probation who fails to meet the stated criteria in the succeeding term will not usually be invited to continue in the program.

Failing Grades

Grades of D or F in required arts courses are failing grades and indicate a serious problem. Depending on the nature and extent of the problem, the faculty may, at its discretion, require either: (1) that the student repeat the course or a suitable alternate course, or (2) that the student repeat the year with or without a period of suspension, or (3) that the student not be permitted to continue in the program.

Evaluation (other than grades)

Students are evaluated each term by the entire faculty and informed of their progress. In addition to assigning grades as an evaluation of a student's work, each teacher is expected to provide a written comment. Students are encouraged to discuss with the faculty, at any time, problems and progress in their work.

Advanced Placement

Transfer arts credit from other programs and institutions is not normally given. The normal manner of acknowledging prior training is by advanced placement credit. Transfer students and entering students with substantial previous professional training may, at the discretion of the faculty, be granted advanced placement and awarded commensurate advanced placement credit.

Requirements for a Bachelor of Fine Arts in Drama (Acting Concentration)

Arts Course Requirements and Credit Value

Studio 1 (Year One)	Credits Per Course	Credits Per Year
DRA 131, 132, 133: Technical Production	2	6
DRA 151, 152, 153: Acting I	2	6
DRA 161, 162, 163: Voice and Speech I	2	6
DRA 171, 172, 173: Movement I	2	6
DRA 180: Special Techniques	2	6
DRA 198: Special Topics	1	3
DRA 599: Intensive Arts	2	2
Total		35

Studio 2 (Year Two)		
DRA 251, 252, 253: Acting II	2	6
DRA 261, 262, 263: Voice and Speech II	2	6
DRA 264, 265, 266: Singing Class	1	3
DRA 271, 272, 273: Movement II	2	6
DRA 280: Special Techniques	2	6
DRA 290: Rehearsal and Performance	2	6
DRA 599: Intensive Arts	2	2
Total		35

Studio 3 (Year Three)		
DRA 351, 352, 353: Acting III	2	6
DRA 361, 362, 363; Voice & Speech III	2	6
DRA 364, 365, 366: Singing Class	1	3
DRA 371, 372, 373: Movement III	2	6
DRA 380: Special Techniques	2	6
DRA 390: Rehearsal and Performance	2	6
DRA 599: Intensive Arts	2	2
Total		35

Studio 4 (Year Four)		
DRA 499: Rehearsal/Performance	12	36
DRA 599: Intensive Arts	2	2
Total		38

DRA 119: Private Singing Instruction (1 Credit per Term)

Total arts credits (Drama) 143

Academic Requirements and Credit Value

GES 101, 102, 103	Critical Perspectives	6
GES 211, 212, 213	Foundations of Western Thought	6
THH 241, 242, 243	Theatre History	6
LIT 290	Topics in Dramatic Literature	2
Math/Science	elective	2
Literature/Philosophy	elective	2
Social Science	elective	2
Academic	electives	10
Total academic required credits		36

Total credits for degree:

Arts credits (Drama)	143
Academic credits*	36
Total (for four-year program)	179

* Transfer students need to complete 36 hours of academics for a B.F.A.

Requirements for a Diploma in Drama

An Arts Diploma in Drama is awarded upon completion of all arts requirements only.

Directing Option

The Directing Option is an introductory course offered in Studio 3 and Studio 4 which prepares students for advanced work in directing and rehearsal techniques. It includes the preparation of a production book, breaking down a script, analyzing and creating a production approach, and fieldwork in related areas of dance, music, design and visual arts.

Beginning in the third year, a limited number of students may elect a directing option at the invitation of the dean.

Transfer students must have the equivalent of the first two years of actor training in the School of Drama at the North Carolina School of the Arts.

Arts Requirements for a Bachelor of Fine Arts in Drama (Directing Concentration)

Studio 3 (Year Three)	Credits Per Course	Credits Per Year
DRA 351, 352, 353: Acting III	2	6
DRA 371, 372, 373: Movement III	2	6
DRA 380: Special Techniques	2	6
DRA 390: Directing	2	6
DRA 399: Fieldwork	2	6
DRA 330: Production Work	1	3
DRA 599: Intensive Arts	2	2
DEP 137, 157, 167: Elements of Lighting, Scene, Costume Design for Non-Specialists	2	6
Total		41

Note: Design courses DEP 137, 157, 167 required in the third year.

Studio 4 (Year Four)		
DRA 499: Directing	12	36
DRA 599: Intensive Arts	2	2
Total		38

Note: Each student in the directing option will be expected to complete an internship, two hours per production each year (four to five weeks of rehearsal plus one week of tech) to be arranged in consultation with the dean of drama. Grading will be by instructor or guest instructors as appropriate.

Course Descriptions: The Professional Actor Training Program

DRA 131, 132, 133: **Technical Theatre** (2 credits per term)

A series of three introductory courses in costuming, lighting and scenery. Students learn the use of equipment and basic construction techniques. Skills and knowledge gained in technical theatre classes are used in crew assignments for School of Drama productions. All first-year drama students have production crew assignments.

DRA 330: **Production Work (Directing Option)** (1 credit per term)

Students will analyze each aspect of production in terms of directing. In a seminar situation students will also create a production book for a specific play selected by the instructor.

DRA 151, 152, 153: **Acting I** (2 credits per term)

DRA 251, 252, 253: **Acting II** (2 credits per term)

DRA 351, 352, 353: **Acting III** (2 credits per term)

These are core courses in the School of Drama. In Studio 1, the student is encouraged to examine the craft of acting through improvisation, text analysis and basic acting. Studio 2 begins work which is continued in Studio 3. Each term's study is used to reveal problems of acting in various styles, i.e., Modern

American, Realism, Restoration Comedy, etc. The student is presented with a comprehensive view of his/her craft and its traditions. Each term culminates in rehearsal and performance. The teaching associated with the core courses is designed to develop creativity and imagination while providing a sound technique with which the actor learns to control his or her performance. The balance between “instinct” and “craft” is an important part of this course.

DRA 161, 162, 163: **Voice and Speech I** (2 credits per term)

DRA 261, 262, 263: **Voice and Speech II** (2 credits per term)

DRA 361, 362, 363: **Voice and Speech III** (2 credits per term)

These classes begin with a basic understanding of voice and speech. Vocal techniques are developed with the help of the Alexander Technique. The creative and interpretive use of the voice is explored; verse and dialect are studied and coaching is given when necessary. These classes support the work done in the acting core courses.

DRA 264, 265, 266: **Singing Class** (1 credit per term)

All students take singing classes. These include chorus work, reading of music and voice production.

DRA 364, 365, 366: **Singing Class** (1 credit per term)

Vocal production continued; musical theatre coursework.

DRA 171, 172, 173: **Movement I** (2 credits per term)

DRA 271, 272, 273: **Movement II** (2 credits per term)

DRA 371, 372, 373: **Movement III** (2 credits per term)

The movement training is designed to produce flexible, strong, well-coordinated bodies that will respond easily and readily to the creative demands of acting. Specific topics include theatre movement, period/style, mask, mime, physical comedy, combat, fencing, gymnastics, jazz dance, tap dance and modern dance.

DRA 180: **Special Techniques** (2 credits per term)

DRA 280: **Special Techniques** (2 credits per term)

DRA 380: **Special Techniques** (2 credits per term)

These courses include special classes designed to give students added insight and experience in areas not normally included in traditional acting classes. Special topics may include: character mask, audition techniques, makeup, directing projects and period/style.

DRA 198: **Special Topics** (1 credit per term)

This may include research in the source of language and vocabulary. The creative energy of language in communication is explored in texts of non-dramatic material as well as classic material. It may also include an introduction to the phonetic alphabet as a means of heightening the perceptions of sound and pronunciation. This course touches on the philosophic, creative and physical aspects of language. Language formation with emphasis on non-dramatic texts and phonetics is explored.

DRA 290: **Rehearsal and Performance** (2 credits per term)

DRA 390: **Rehearsal and Performance** (2 credits per term)

Faculty and guest directors use the rehearsal period and performance to extend training. During the rehearsal period, the actor is taught to develop a responsible, professional attitude and approach to the work. The actor learns to maintain a spontaneous and disciplined performance through the run of the production.

DRA 399: Fundamentals of Directing (Directing Option) (2 credits per term)

Directing students will attend all drama productions, workshops and forums; visit museums and art exhibits as assigned; attend music and dance concerts; write evaluation papers; and do assigned fieldwork and scene work. In the spring term, directing students will direct a one-act play.

DRA 499: Rehearsal and Performance (12 credits per term)

In the final year of training, skills of working as an ensemble and artistic independence are developed. Fourth-year students present a season of classical and contemporary plays. In addition, master classes by distinguished members of the profession are given. Graduating students are presented in New York to management, agents and casting directors for theatre, film and television.

DRA 499: Advanced Directing (Directing Option) (12 credits per term)

The fourth-year director is guided toward independent development in various directing projects and scene work. Directing students will continue to have all the requirements demanded in DRA 399. In addition, fourth-year directors will assist guest directors in preparation and rehearsal of major productions, and will be responsible for the preparation and direction of the first act of a three-act play in the spring term, and the presentation of a non-dramatic performance piece during Intensive Arts. Student directors participate in seminars with guest artists and master teachers.

DRA 599: Intensive Arts (2 credits)

At the end of the fall term, all students participate in Intensive Arts, a two-week period in which adventurous creativity is stressed. Students are encouraged to pursue interdisciplinary studies and to develop individual creative projects.

Summer Session

The Summer Session in Drama is an intensive course in theatre, designed to provide learning experiences for high school and college-level students in the context of specialized workshops, seminars and classes. The summer program presents students the opportunity for in-depth study with NCSA faculty and guest teachers. Although enrollment in the summer program does not assure acceptance into the School of Drama's Professional Actor Training Program or the High School Drama Program, students who wish to attend the drama school are encouraged to audition and would be considered if places are available.

The School of Drama offers summer classes in acting, movement, voice and speech, and special techniques. The North Carolina School of the Arts drama faculty is augmented by guest teachers.

The Consortium of Conservatory Theatre Training Programs

The School of Drama is a member of the Consortium of Conservatory Theatre Training Programs, which also includes Boston University, Carnegie Mellon University and Purchase College. The consortium's primary mission is to prepare artists for careers in the professional theatre. The consortium asserts standards for training, encourages public recognition and influences policy in support of the development of theatre arts. The consortium recognizes that its effectiveness depends upon a membership that represents high standards and demonstrated leadership in the field.