

OUTCOMES BASED LEARNING MATRIX

Course: THET 204-01 Movement for Acting **Department:** **Communicative Arts**

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
To become familiar with the human body and what its possibilities and limitations are in terms of movement	<ul style="list-style-type: none"> • Read Handouts (R,CT) • Class discussion & lecture (O,CT) • Observe movement in self (CT) • Observe movement in others (CT,O) • Study line & movement in sculpture & paintings of the human form (CT,R) 	<ul style="list-style-type: none"> • Class participation (O,CT) Journal (R,W,CT) <ul style="list-style-type: none"> • Midterm & final presentations (R,CT,O) • Midterm & final papers (R,W,CT) • Evaluation of professional actor in live stage performance (CT,W,R)
To practice physical training that will allow students to physically create what they can dream	<ul style="list-style-type: none"> • Physical warm-up (CT) • Develop strength, flexibility, stamina through physical exercises (CT) • Practice movement techniques for the actor from various schools of thought (CT) • Journaling (R,W) • Bring human sculpture to life (CT) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Midterm & final presentations (R,CT,O) • Midterm & final papers (R,W,CT)

<p>To participate in intense physical work that will stir the actor's inner life.</p>	<ul style="list-style-type: none"> • Study and practice movement techniques from various movement disciplines (R,CT) • Read Handouts (R, CT) • Journal about physical movement in self and others (R,CT) 	<ul style="list-style-type: none"> • Midterm & final papers (R,W,CT) • Class participation (O,CT) • Journal (R,W,CT) • Midterm & final presentations (R,CT,O) •
<p>To master a physical warm-up that includes stretching, strengthening, dynamics, the walks and focus on other</p>	<ul style="list-style-type: none"> • Read handouts (R, CT) • Class discussion (O, CT) • Physical warm-up (CT) • Develop strength, flexibility, stamina through physical exercises (CT) • Practice movement techniques for the actor from various schools of thought (CT) • Improvisational movement with partner/partners (CT,O) • Journal (W,CT) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Midterm & final presentations (R,CT,O) • Midterm & final papers (R,W,CT)
<p>To discover and practice gesture, directions in space</p>	<ul style="list-style-type: none"> • Identify emotional, social & functional gesture through studying sculpture (R,W,CT) • Identify psychological gesture through observation (CT,O) <ul style="list-style-type: none"> • Give life to a psychological gesture through “sculpting” and “being sculpted by” classmates (CT) • Read handouts (R, CT) • Class discussion (O,CT) • Physically practice directions in space (CT) • Observation and discussion of in-class exercises and presentations (O,CT) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Midterm & final presentations (R,CT,O) • Midterm & final papers (R,W,CT)

To learn to identify strengths and weaknesses in your peer's performances	<ul style="list-style-type: none"> • Observation and discussion of in-class exercises and presentations (O,CT) • Journal (R, CT) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT)
To explore character and text through movement	<ul style="list-style-type: none"> • Read handouts (R, CT) • Class discussion (O,CT) • Read and perform character analysis for text (R,CT,O) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Midterm & final presentations (R,CT,O) • Midterm & final papers (R,W,CT) • Evaluation of professional actor in live stage performance (CT,W,R)
To learn to identify strengths and weaknesses in your performance	<ul style="list-style-type: none"> • Journaling (R,CT) • Class discussion & feedback (O,CT) • Reading Handouts (R,CT) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT)
To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).