

Drama Department | Program Learning Outcome
Masters of Fine Arts | Drama

The University of California, Irvine Masters of Fine Arts in Drama is organized into five programs – Acting, Design, Directing, Music Direction and Stage Management. Collectively, the Drama MFA Programs Learning Outcomes align under these three training directives:

1. Research Methods and Analysis
 - a. Gain and deepen understanding of script and text analysis methodology and procedures
 - b. Develop extensive knowledge base through research and dramaturgy
2. Engagement and Communication
 - a. Increase skill in professional techniques of specialization
 - b. Learn to discourse fluently and collaboratively with others
 - c. Present variety of artistic work to faculty and other students in the Drama community
3. Professionalization
 - a. Assess and analyze involvement in and commitment to excellence in scholarship, academics, and performance
 - b. Expand interview abilities and audition techniques for collaboration and casting
 - c. Gain a competency in the discussion of research, teaching experience and creative work

Claire Trevor School of the Arts | Drama Masters of Fine Arts

Acting | Program Learning Outcomes

The University of California, Irvine MFA in Acting Program is dedicated to the professional training of advanced students interested in developing their skills, knowledge, and abilities in Acting.

MFA Acting students upon graduation will:

1. Demonstrate technical and artistic proficiency in:
 - a. Acting
 - b. Voice and speech
 - c. Movement
 - d. Character creation
 - e. Comedy/clowning
 - f. On camera technique
2. Demonstrate technical and artistic proficiency through successful performance in a variety of theatrical productions.
3. Attain a sufficient level of skill to be ready for employment in the field of acting.
4. Practice collaborative skills in various theatrical contexts.
5. Develop and apply process skills in rehearsal, production and classroom settings.
6. Demonstrate problem-solving skills in the creation of artistic work.

Submitted by Andrew Borba / 03.12.21.

Design | Program Learning Outcomes

The MFA in Design within the Drama Department has four areas of study, each with unique Learning Outcomes.

Costume Design

First Year: Foundations and Discovery: The Foundation year is vital for building visual vocabulary, learning critical research techniques and translating the written word into metaphor and imagery. First years are expected to discover the entire collaborative process necessary to make creative work, from the first reading of a script to closing night. Classes and production assignments contribute to each of these steps in either theoretical or practical explorations. At the end of their first year, the Costume Design faculty reviews the student's body of 1st year work in a portfolio review. The goal of that review is to focus each student through their 2nd year.

Second Year: Work- Thru Year: The student has identified individual strengths and weaknesses or areas of particular interest. These should be worked through very carefully, studying theoretical concepts, design studio skills and communication and technical skills as needed. This is the year to add more in-depth studies such as Film History, Costume History, or study of specific areas of performance. By the end of their second year, costume students should have successfully created more advanced production assignments, advanced their rendering skills significantly, and added digital skills to their toolbox.

Third Year: Pattern-Set and Bridge: By the end of their third year, students should develop an awareness of their own work process and how to implement it quickly and with confidence. They complete an advanced production assignment as their thesis. This year is also a Bridge to the Profession, including but not limited to portfolio development and presentation, Internships and business classes, workshops with industry professionals and showcase participation.

Lighting Design

First Year: The Graduate Lighting Designer's first year is about foundations. All three years are about design, but this year has an emphasis on craft and the creation of a solid bedrock of conceptual and analytical skills. It is additionally a year where students learn greatly from their peers through both classwork and assisting on productions. Required classes include Plotting Techniques (learning to move the conceptual ideas to the light plot), VectorWorks (2d drafting and 3d modeling), Digital Imaging (students learn to collaborate better with other designers and present their materials/design through the use of the computer to create virtual shows and high quality digital renderings) and Lighting Graphics (where they learn what information they need to submit to their Master Electrician - from Light Plots to Paperwork and cue sheets, with an emphasis on graphic design/style). The first year is to insure the students are effectively communicating their ideas from initial concept to logistical implementation. Students generally design one full drama production and associate design a dance production during their first year as well as additional workshops.

Second Year: During their second year, students use the craft they learn in their first year and apply it to their design assignments. They design 1 full drama productions and one co-design in dance. It is a year for them to expand their initial skill sets and to explore advanced topics of craft or additional markets within lighting such as architectural or event lighting. While not guaranteed or required, they may do an internship, this is generally the year we help the student set up internship opportunities in Event or Architectural design. Can also happen in their third year.

Third Year: The students third year has a slightly lighter class load to accommodate class electives, internships and preparation for their transition to a professional career. The students return to designing 1.5 shows, a full drama production and an associate design position on a dance production. The drama production, which is their thesis show, is critiqued by an outside professional lighting designer. Classes include craft specific classes as well as a class to help prepare them in the business of design as they begin their transition to their professional career. They spend their last two quarters preparing a hard copy portfolio, website, business cards and other professional materials. This works culminates in a Thesis Oral presented to 4 committee members where they explore and present their materials to show the designer/person they have become and where they want to go from here.

Scenic Design

First Year: The first year is used to ensure that the students are coming to scenic design with a shared lexicon of terms, image research techniques and drafting and graphic standards. Part of their training in the first year includes a year-long study of drafting. This includes an initial class in architectural standards, in-depth training in Vectorworks, and a spring class that helps

them move from two-dimensional drafting and into 3D rendering. These skills serve as a launching pad for projects that students produce on campus and off. The year additionally trains the student to research and collect images that inspire and communicate the spark of an idea.

Second Year: In the second year our scene design students follow a trajectory that pays attention to specific aspects of the craft and methodology. In addition to craft specific classes such as drawing, model making, photoshop and genre specific studio/ seminar classes, students may also opt for a deeper study of the dramatic literature of specific periods and cultures. Students are additionally encouraged to consider off-campus internships.

Third Year: Third year students are guided towards finessing their own process and product in preparation for their professional career. They continue to take classes that add to specific aspects of craft and their understanding of realizing a design. Scenic students additionally launch into a self-guided thesis project in which they complete a full design (unproduced) without mentorship that is then critiqued by a full committee to ensure that they are achieving professional standards from initial concept to design implementation.

Sound Design

First Year: All design students take a series of classes in the first year that aim to create among the designers a common vocabulary and facility with working styles. Script Analysis, collaborative techniques, visual and aural iconography, and investigation into the creative process are all examined in depth. In addition, first-year sound design students take a series of classes focused on advanced technical design elements, including digital audio systems and sound reinforcement systems.

Second Year: Sound design students continue to take a series of courses focused on developing creative and technical techniques. Second year designers often work as Assistant Sound Designers at nearby South Coast Repertory, one of the nation's largest regional theatres.

Third Year: Sound design students continue to take a series of courses focused on developing creative and technical techniques. In addition, designers prepare for their professional career by teaching a section of an undergraduate class, taking a course in the business of being a designer, and completing their thesis project, a capstone of their time at UCI.

Progress to Degree Activities

Year 1	<ul style="list-style-type: none"> • Collaborative Techniques • Visual Language and Design Iconography • Script Analysis • Content-specific coursework • Produced Projects
Year 2	<ul style="list-style-type: none"> • Content-specific coursework • Produced Projects • Professional Internship (possible)
Year 3	<ul style="list-style-type: none"> • Content-specific coursework • Professional preparation • Professional Internship (possible) • Thesis project/paper • Produced Projects

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Directing | Program Learning Outcomes

The University of California, Irvine MFA in Directing Program is dedicated to the idea that theatre should challenge and expand the mind move the soul, and delight the spirit. The program is committed to training professional directors who want to make this kind of theatre in the 21st Century.

Graduates from the UCI MFA in Directing Program will:

1. Develop practical understanding of collaboration with designers and playwrights.
2. Gain professional training in the rehearsal and production process, using time and resources efficiently while maintaining a sense of humor, exhibiting patience and keeping a sane perspective.
3. Acquire production skills focused on original work, adaptations and or devised theatre projects.
4. Acquire producing skills necessary in finding and negotiating for rehearsal and performance spaces, gathering support for projects and successfully realizing their work.
5. Gain advanced competencies in:
 - a. Text analysis
 - b. Acting
 - c. Directing
 - d. Dramatic literature
 - e. Aesthetics of design
 - f. Criticism
6. Develop skills to evaluate, expand and advance personal artistic ideas, articulate and inspire others and guide the resulting in a fully realized production.
7. Graduate with a professional resume and portfolio representing their production work.

Submitted by Jane Page, Co-Head of Directing / updated 03.12.21.

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Music Direction in Music Theatre | Program Learning Outcomes

The University of California, Irvine MFA in Music Direction is a three-year residency providing a rich, authentic collaboration with MFA Drama students, whose focus may include acting, stage direction, design, stage management, and dramaturgy, developing artistic teams to create both large and small works for the stage.

Students in the MFA in Music Direction Program will:

1. Gain experience as music directors, lyricists, and composers.
2. Develop professional skills in the following areas:
 - a. Arranging
 - b. Orchestration
 - c. Composition
 - d. Voice and Speech training
 - e. Vocal coaching
 - f. Script and score analysis
 - g. Digital music production
 - h. Sound design
3. Develop a Thesis Project in their 2nd or 3rd year as the Music Director for a Mainstage production

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Stage Management | Program Learning Outcomes

The University of California, Irvine MFA in Stage Management Program is dedicated to the professional training of advanced students interested in developing their skills, knowledge, and abilities in stage management.

Graduating MFA Stage Management students will demonstrate proficiency in the following five areas:

1) Course Study

- a. Explain central stage management concepts central to their professional success, including leadership skills, psychology and self-care, unions, theatre safety, producing and production management, and theatrical technology.
- b. Analyze scripts, texts, collaborative approaches, and historic performance methodologies.
- c. Adapt their knowledge from both theatre and general courses to advance their craft as a manager.
- d. Contrast various approaches within the live entertainment industry, including television and film.

2) Production (Show Assignment Projects)

- a. Lead a team through every phase of production, including running meetings, organizing rehearsals, creating documents and prompt books, calling show cues, and closing out and archiving the process, all while adhering to the organizational policies and safety guidelines.
- b. Collaborate with various directors, choreographers, musical directors, and designers.
- c. Construct and cultivate collaborative systems to support the production process and team.
- d. Support various entertainment genres including drama, musical theatre, dance, opera, concerts and special events, with increasingly complex productions.

3) Teaching Assistantship

- a. Apply and advance their production and management skills in a professional setting.
- b. Develop their knowledge and teaching ability with practical mentoring opportunities.

4) Internship

- a. Explore their career goals within a professional internship.

5) Thesis Project

- a. Examine research on a specific topic or area of focus.
- b. Synthesize their research into a written or oral presentation.