



DEPARTMENT OF FINE ARTS

COURSE OUTLINE – DR1020 A3 W 12

PLAY ANALYSIS - [CLICK HERE TO ENTER TEXT.](#)

INSTRUCTOR: Annie Smith, PhD. **PHONE:** 780-539-2882
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OFFICE HOURS: T/R 4:00 – 5:00

PREREQUISITE(S)/COREQUISITE: none

REQUIRED TEXT/RESOURCE MATERIALS: 1) *Step On A Crack*. 2) *Post Colonial Plays: an anthology*.

CALENDAR DESCRIPTION: How does a play go from being words on a page to action on a stage? In this course we will look critically at play texts from diverse cultures from the 1970's to the present to discover how they work creatively in performance. We will explore theatre styles and contexts, basic scenography, actors' challenges, the director's vision, and audience reception, in class discussion and through the attendance of at least two live theatrical performances. We will also endeavour to have theatre artists come to class to talk about their work.

CREDIT/CONTACT HOURS: (3-0-0) 45

DELIVERY MODE(S): Lecture

OBJECTIVES (OPTIONAL): The course is structured as a lecture course that will relies strongly on group discussion. It is absolutely essential that students do the assigned readings for each class in preparation for discussion and group work in class. Graded assignments will include:

- 1) a group project and presentation (with a written component)
- 2) a production analysis of a live performance.
- 3) The midterm and final exams will be structured for written short essay answers.

TRANSFERABILITY:

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

| GRANDE PRAIRIE REGIONAL COLLEGE | | | |
|--|---------------------------|------------------------------|--|
| GRADING CONVERSION CHART | | | |
| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Designation |
| A⁺ | 4.0 | 90 – 100 | EXCELLENT |
| A | 4.0 | 85 – 89 | |
| A⁻ | 3.7 | 80 – 84 | FIRST CLASS STANDING |
| B⁺ | 3.3 | 77 – 79 | |
| B | 3.0 | 73 – 76 | GOOD |
| B⁻ | 2.7 | 70 – 72 | |
| C⁺ | 2.3 | 67 – 69 | SATISFACTORY |
| C | 2.0 | 63 – 66 | |
| C⁻ | 1.7 | 60 – 62 | |
| D⁺ | 1.3 | 55 – 59 | MINIMAL PASS |
| D | 1.0 | 50 – 54 | |
| F | 0.0 | 0 – 49 | FAIL |
| WF | 0.0 | 0 | FAIL, withdrawal after the deadline |

EVALUATIONS: Class participation 15%, Midterm Exam 20%, Group Project 25%, Production Analysis 15%, Final Exam 25%.

STUDENT RESPONSIBILITIES:

- It is absolutely essential that students do the assigned readings for each class in preparation for discussion and group work in class
- Students are responsible for their own theatre admission if they cannot attend a free dress rehearsal.
- More than 20% absenteeism may constitute a failure except for medical or extenuating circumstances in which case a doctor’s letter may be required.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

| Week | Month | Dates | Assign.Due | Readings | Focus |
|------|-------|----------|-------------|---|--|
| 1 | Jan | 5 | | | Intro to course, defining Postcolonialism and how it is represented in contemporary theatre performance |
| 2 | | 10 12 | | Intro and play text <i>Once Upon Four Robbers</i> | Discussion of postcolonial features of play, structure, context of play, characters, scenography, directing choices, performance style ... |
| 3 | | 17 19 | Group 1 & 2 | Intro and play text <i>Once Upon Four Robbers</i> | Group 1& 2 Presentations on <i>Once Upon Four Robbers</i> Wrap up of play discussion |
| 4 | | 24 26 | | Intro and play text <i>The Rez Sisters</i> | Discussion of postcolonial features of play, structure, context of play, characters, scenography, directing choices, performance style ... |

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| 5 | Feb | 31 2 | Group 3 & 4 | Intro and play text <i>The Rez Sisters</i> | Group 3 & 4 Presentations on <i>The Rez Sisters</i> Wrap up of play discussion |
| 6 | | 7 9 | | Intro and play text <i>QPH</i> | Discussion of postcolonial features of play, structure, context of play, characters, scenography, directing choices, performance style ... |
| 7 | | 14 16 | Group 5 & 6 | Intro and play text <i>QPH</i> | Group 5 & 6 Presentations on <i>QPH</i> Wrap up of play discussion |
| Reading Week Feb. 19 – 25 | | | | | |
| 8 | Mar | 28 1 | | | Review of 3 plays and prep for Midterm Exam Midterm Exam |
| 9 | | 6 7 8 | | <i>Step On A Crack</i> Dress Rehearsal | Discussion of play structure, context of play, characters, scenography, directing choices, performance style ... Panel for Step On A Crack (actors, director, SM & crew, designers) |
| Wed. March 7, 7:30 PM: Dress Rehearsal for <i>Step On a Crack</i>, Douglas J. Cardinal Performing Arts Centre | | | | | |
| 10 | | 13 15 | Step On A Crack Review | Intro and play text for <i>Nga Pou Wahine</i> | Discussion of postcolonial features of play, structure, context of play, characters, scenography, directing choices, performance style ... |
| 11 | | 20 22 | Group 7 & 8 | Intro and play text for <i>Nga Pou Wahine</i> | Group 7 & 8 Presentations on <i>Nga Pou Wahine</i> Wrap up of play discussion |

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| 12 | | 27 29 | | Intro and play text for <i>Harvest</i> | Discussion of postcolonial features of play, structure, context of play, characters, scenography, directing choices, performance style ... |
| 13 | Apr | 3 5 | Group 9 | Intro and play text for <i>Harvest</i> | Group 9 Presentation on <i>Harvest</i> Wrap up of play discussion |
| 14 | | 10 12 | | | Revisiting Postcolonialism Review and Prep for Final Exam |

Note: Students who are acting in *Step On A Crack* may make arrangements to write a production analysis on another theatre production.

Group Projects/Presentations:

Each presentation should be approximately 35 minutes with a facilitated Q & A as part of the presentation. There must be a formal written transcript of the presentation, the research, and the group process. The presentation may include live performance and audio/visual components. The class can be moved to another location. Group members share equal responsibility for the assignment and must do equivalent work in research, writing, planning, and presentation. You will be graded equally on what you hand in and on your presentation in the class.

Groups may choose from the following categories to explore with their play:

- | | |
|-------------------------------|---------------------------|
| Historical context/dramaturgy | Theatrical style |
| Costume Design | Actor's Characterizations |
| Set Design | Director's Vision |
| Lighting & Sound Design | Music/Sound |
| Movement/Choreography | Audience Reception |

IF YOU USE AUDIO/VISUAL RESOURCES AS PART OF YOUR PRESENTATION YOU MUST PRACTICE THEM FIRST IN THE CLASSROOM TO MAKE SURE THAT ALL GOES WELL.

The Instructor must be consulted about the group choice for their presentation as there are two presentations during one class and they should compliment each other. You must allow for sufficient time to read and understand the play as well as to do research, plan, and practice your presentation.