

Dramaturgy Presentation—Play Analysis Fall 2010

YOU WILL WORK WITH A GROUP OF 3-4 STUDENTS TO CREATE A:

- DRAMATURGICAL PORTFOLIO AND
- CLASS PRESENTATION USING PRESENTATION SOFTWARE SUCH AS POWERPOINT.
- THESE MATERIALS WILL SUPPORT THE ORAL PRESENTATION OF YOUR ANALYSIS AND INTERPRETATION OF THE PLAY

The Presentation will be 20-30 minutes (depending on the number of students in the team.) EACH team member will present research and analysis.

The DRAMATURGICAL Presentation requires each member of the group to do in-depth research that provides important and necessary background to understand the play. The research will also support a unified analysis and interpretation of the script just as one would prepare for the production of the play for an audience in a theater.

Each member of the group will take on the role of a theatre artist who, working with other theatre artists, creates the “World of the Play”. You will choose from the following roles: Director, Set Designer, Costume Designer, Lighting Designer, and Sound Designer.

Working as a team you will develop an integrated and imaginative interpretation **based on a critical and close analysis of the script and the appropriate research to support your production choices.**

You will divide up the responsibilities for presenting the following:

- ❖ Biography of the playwright
- ❖ Production history of the play
- ❖ Samples of reviews from previous productions
- ❖ Historical research that furthers an understanding of the time period of the play and answers questions that arise in the script. (Images and text)
- ❖ Sociological and psychological research that furthers an understanding of the time period of the play and answers questions that arise in the script. (Images and text)
- ❖ Other research that furthers an understanding of the time period of the play and answers questions that arise in the script. (Images and text)
- ❖ Other interesting information you discover in your research about the play (actors who have performed the roles, designers, directors, films, “stories”, etc.)
- ❖ Analysis of the play including the central conflict of the story, identification of protagonist and antagonist, identification of the catastrophe, climax and inciting incident, character analysis of the major roles.
- ❖ Work Cited page
- ❖ Bibliography page of related materials and suggested further readings

You will prepare questions for the class after your presentation. (See next page for Questions guidelines.)

PRESENTATIONS WILL BE ON THURSDAY OF THE WEEK WE ARE STUDYING THE PLAY.

LEADING DISCUSSIONS GUIDELINES

OBJECTIVE: to lead the students in the class in a thoughtful, considered and lively discussion of the play we have read. The questions will be related to the critical analysis method and perspective that we are studying that week.

The questions should NOT be concerned with reviewing the story. The discussion leaders will assume that everyone has read the entire play and studied it in preparation for the discussion.

PAPERWORK DUE: The team will prepare questions and give them to Prof. Bouchard before the discussion. Every team member is expected to contribute questions. Your grade will be based on the quality of the questions. You should have at least 4 prepared questions.

ON THE NATURE OF “GOOD QUESTIONS”:

Try to avoid yes/no questions. In contrast, create open-ended questions that:

- invite opinions, thoughts and feelings;
- encourage participation;
- establish rapport;
- stimulate discussion

Develop questions that are INTERPRETIVE or EVALUATIVE.

Interpretive questions have more than one answer BUT they are still grounded in a responsible analysis of the text. You should make references to the text whenever possible. Make sure the questions are “in the realm of the possible.”

Evaluative questions ask people to consider a point of view. It does not mean “personal opinion” instead it is an educated reading of the text that evaluates effectiveness, its impact on the reader and its potential to provoke an audience.

LEADING THE DISCUSSION:

- Assume that everyone is prepared.
- Opinions should always be supported with evidence.
- Leaders only ask questions; they do not answer them.
- Care about each question you ask. Avoid generic questions.
- Maintain a high energy level and enthusiasm. It's contagious!
- Spontaneous interpretive questions are an important part of all discussions. Preparing questions in advance will actually lead to better spontaneous questions as well.
- All good questions always lead to more questions. Be aware of practical and logistical issues, such as time limits, but never squelch enthusiasm.