

Dramaturgy Group Presentation Research Guidelines and Presentation Requirements

YOU WILL WORK WITH A GROUP OF 5 STUDENTS TO CREATE A:

- PORTFOLIO OF VISUALS AND RESEARCH DOCUMENTS
- DIGITAL PRESENTATION SUCH AS POWERPOINT.
- AN ORAL PRESENTATION OF YOUR RESEARCH, ANALYSIS AND INTERPRETATION OF THE PLAY

The Presentation will be 30-40 minutes. EACH team member will present their Research, Analysis and Interpretation.

Each member of the group will do in-depth research that provides important and necessary background to understand the play. Areas to be covered include the following:

- Historical context and background
- Social, political and economic background
- Psychology of characters
- Images that support the visual world of the play

Together the group will use the above research and create a thorough analysis of the script that leads to a unified production concept just as one would create 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/Special Effects Designer.

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

You will divide up the responsibilities for presenting the following:

- ❖ Analysis of the play including the central conflict of the story, identification of protagonist and antagonist, identification of the stasis and intrusion and the highest point of dramatic action (end of the play)
- ❖ Character analysis of the major roles.
- ❖ 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.

- ❖ Sociological and psychological research that furthers an understanding of the time period of the play and answers questions that arise in the script.
- ❖ Other research that furthers an understanding of the time period of the play and answers questions that arise in the script.
- ❖ Other interesting information you discover in your research about the play (actors who have performed the roles, designers, directors, films, “stories”, etc.)
- ❖ Work Cited page
- ❖ Bibliography page of related materials and suggested further readings

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

LEADING DISCUSSIONS GUIDELINES

OBJECTIVE: to lead the class in a thoughtful, considered and lively discussion of the play we have read. 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.

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 5 prepared questions.

ON THE NATURE OF “GOOD QUESTIONS”:

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.