

Theatre 1 – Adaptation Project

You will work together in small assigned groups to adapt a piece of text into a staged performance. The performance will be between 5 – 7 minutes in length, and everyone in the group must perform. Together, you and your group will create a script, assign roles, memorize your lines, rehearse, and block the performance. You have the opportunity to workshop a portion of your piece in class before the final performance.

In addition to your performance, you will turn in your group script and a reflection paper. When your colleagues are performing, you will be required to take notes and actively participate in dialogue about the work. You will also assign yourself and your group members a grade for your work together.

1. In class workshop

DUE: _____

For this workshop you will bring in a 1-2 minute portion of your piece to workshop in class. This will be your opportunity to try something out! You are required to bring at least 2 questions about what you are sharing in class. These questions are intended to help guide your workshop time. Each group will have 8 minutes to share and workshop their material.

To receive full credit: It should be clear that the group is prepared to share a short portion of their performance. The group has the script for this portion of the performance (you are welcome to rehearse with your scripts in hand), and has prepared at least 2 questions for the group. The group uses their workshop time effectively.

2. Final Script

DUE: _____

For this project, you will create a full script of your short performance. The script will include the following elements:

- A title for your performance
- Character names/assignments – list the characters in your script, and which members of your group are playing each character/characters.
- Design Elements – list the different props, costume pieces, set pieces, lighting instruments, sound elements, etc. that you use during your performance. I will be checking to make sure that what you have listed is what actually appears in your performance.
- Where/When the story takes place
- Dialogue – Your script will include all the dialogue present in your piece. It should be clear who says each line of dialogue.

- Stage Directions – You will write out the stage directions for your piece. Stage directions include character movement (specifically entrances and exits, key moments of blocking, and any movement that occurs in addition to your lines)

Your script should be free of spelling and grammar errors (unless it is a clear choice within the dialogue or stage directions). Please see the script template at the end of this document for formatting.

3. Performance

ALL PERFORM: _____

Using text distributed in class, you will create a 5 – 7 minute performance. The goal here is to creatively interpret the text and think about how we might pull on the tools we have explored so far in class to create a dynamic and engaging performance.

On the day of the performance sharing, each group will have a total of 9 minutes to set up for their performance and share their performance. I recommend you arrive to class early that day to ensure that all of your materials are set and ready to go. If you are using any sort of technology, please test this technology before class.

Criteria	Possible Score	Score Earned
Preparation: Very rehearsed and polished. Actors make strong commitments to choices and show a depth of imagination in their performance. They have memorized all lines. All group members participate for the majority of the performance.	5	
Physical/Vocal Performance: Excellent use of movement to communicate characters throughout the piece. The actor demonstrates control over their body at all times.	5	
Vocal Performance: Excellent projection, articulation, and vocal expression.	5	
Focus: The actor remains focused on the performance at hand and does not break the fourth wall.	5	
Adaptation: Creative interpretation of original source text. Very clever concept/solution to performance challenges.	5	
Staging: Dynamic use of space and staging (stage picture) during the performance. The staging takes into account the elements of levels, depth, and expression discussed in class.	5	
Design: Strong, creative choices made about two or more design areas (costuming, props, scenery, lighting*, sound, set) to support larger ideas/themes of the performance	5	

*Turning on the stage lights in the space does not count – you must be making deliberate design choices about lighting in order for this to be considered one of your design elements. This might include bringing in other lighting sources.

4. Feedback

During the performances, you will complete a written feedback form that will be distributed in class on the day of the performances. We will review the form the previous class so all students know what is on the form.

5. Individual/Colleague Grade

DUE: _____

As part of this assignment, you will assign yourself and your group partners a grade out of 2 points. I encourage you to use decimals (as I often do when grading). You will grade them based on their participation in your group work/performance, and provide justification for your grading.

6. Final Project Reflection Paper

DUE: _____

You will submit a final written reflection paper reflecting on your final project, and your experiences in class. You will receive the prompts for this assignment in class.

Script Template

TITLE OF SCRIPT

Character List:

Name of character/characters: Who is playing it

Name of character/characters: Who is playing it

Name of character/characters: Who is playing it

Name of character/characters: Who is playing it

When the story takes place:

Where the story takes place:

Design Materials:

Set:

Props:

Lights:

Costumes:

Sound:

Stage Directions

Character Name: Dialogue

OR

Character Name

Dialogue dialogue dialogue dialogue

Final Reflection Paper Assignment

DUE: _____

Looking back on your experience during the adaptation project, please respond to the following questions:

1. What was this process like? What was easy/challenging for you? What did you discover about acting? About adaptation?
2. Thinking about the goals you set for yourself at in your Scene Study reflection paper, how do you think you met those goals? If your goals shifted because of the nature of the project that's fine – discuss how your goals shifted and how you met your new goals.
3. If you continued to work on this piece, what would you do next? How would you weave in some of the feedback you received?
4. Think back to each of our units and connect your collaborative process/performance to some of the key concepts we explored this semester: (the job of the actor, actions, pantomime, the elements of movement, the elements of voice, the elements of storytelling, objective/tactics, triggers/heaps, any of the concepts discussed in the Jory or Dixon readings).

Pick two concepts explored during the semester and answer the following for each: How did the concepts and ideas discussed in class contribute to your creation and performance of this final project? Make sure to properly cite the reading you reference.

5. What will you take from this course? What ideas/practices will be most useful as you move forward through your degree and into your professional career? Consider your letter to your future self you wrote at the beginning of the semester. Did you accomplish what you wanted to accomplish in this course? Why/why not?

Please make sure you answer each question thoroughly (at least one full paragraph for each question). Like all of our written assignments, it should be typed in 12-point Times New Roman font, double-spaced, and with one-inch margins.

You will be graded on the depth of your answers, your ability to pull on specific examples from your collaborative process, and on proper use of spelling and grammar.