NOTES ON THE ASSESSMENT OF CONTRIBUTION TO DRAMATURGY, JOURNALISING PROCESSES AND ANALYSIS

1. Contribution to Dramaturgy (Capacity built up throughout the rehearsal and performance period)

NB: Fundamental to this assessment (though not assessed in themselves) are the following:

- attendance and production-readiness: commitment and engagement
- attitude within the group: positive support of others’ process; and ability to negotiate conflicting ideas

Assessment Criteria: Breakdown of components:

- ‘creativity’ (15%): ability to develop original ideas, and take risks – reflected in (eg):
  - degree of command of own role in relation to the whole work;
  - presence to other performers;
  - timing and sense of spatiality;
  - ability to communicate text;
  - command of objects, materials
- development (15%) throughout process: sense of process’ progression and ability to take direction
- support of conceptual intentions (15%): comprehension of project dramaturgy; ability to make offers contributing to it

2. Reflective Analysis: 2000-2500 words March 19, (SEE ALSO BELOW) (to the School Office, by 4pm)

[Guidelines for writing this paper will be distributed separately during the rehearsal period.]

Assessment criteria:

1. Originality and clarity of argument (perspective, proposition)
2. Clear idea of how, and how far the project’s initial intentions were achieved in performance: (eg rehearsal strategies; stylistic choices)
3. Awareness of development process: the work undertaken on various planes
4. Awareness of development process: group composition and dynamics
5. Awareness of class reading and course notes: the conceptual context
6. Referencing, layout, and presentation
7. Clarity of expression, style, grammar spelling and punctuation

Further notes on how to write the analysis will be given during the course of the process and questions can be answered in a debrief session usually timetabled for lunchtime on the Monday following the final performance.

3. JOURNAL including BLOG entries

1. All students are expected to keep a JOURNAL throughout the rehearsal and performance period, and to participate in the creation of a project/GROUP BLOG.
   The JOURNAL aspect of this writing task keeps your own unfolding record of events but, particularly, it reflects your own personal observations and shifting perspectives on the evolving production process. Its reflective aspect should be enhanced by the existence of the GROUP BLOG. The ongoing annotation process of both the Journal and the Blog is vital to the preparation of your production analysis. Your analysis is expected to reflect your on-going, developing awareness of the process that is undertaken with this work and on its results. In both its aspects it will be an ongoing source and reference point for all your future work as theatre and performance practitioner and scholar.

2. With regard to the various functions of writing in a rehearsal process, you are expected to have read the Proust document (see Additional Reading in Section 1.) and I will expect to see notes on this reading in your journals.

a. (i) Self-assessment of Journal entries February 14, 2014 (to Mark Mitchell in Io Myers Studio by 9.30 am)
   NB This is NOT an assessment of your contribution to the process, but an assessment of your JOURNALISING.

   (ii) Journal: at least 20 pages tracking your individual process March 27, 2014 (to the School Office, by 4pm)

   Assessment criteria:
   - Degree of reflection/analysis on individual process esp. re shifting phases, impact of exercises and activities
   - Degree of individual exploration: research (eg record of notes from Readings); propositions offered
   - Persistence - consistency

   In relation to the following:
   - names and responds to exercises;
   - notes and responds to group discussions
   - responds to developing dramaturgy esp. on-the-run comments
   - notes phases of and responds to collaborative processes

b. Contribution to Group blog: Due: On your assigned days

   The importance of the GROUP BLOG [See above], is that it acts as a vital aide-memoire, especially as a record of the changing phases of the process. As a record of exercises and activities, key discussion points, records of meetings and ALL note sessions that occur during the process, the BLOG will provide the primary building blocks of your analysis. It will be expanded on by your own reflections and responses recorded daily AND DATED in your JOURNAL. The aim of the BLOG is to free you up to make more complex entries in your JOURNAL.