

2017-18 Summer

HART1029 Multicultural Dramatic Works (1-credit)

Course Instructor: Ms. LAM Yin Krissy (email: yinkrissy.lam@gmail.com)

Program Officer: Jeff Lai (Rm 6401, Tel: 3469 2048; Email: jefflai@ust.hk)

Time: Tuesday and Thursday, 1:30pm-4:20pm
 Except 19 Jun: 1:30pm-3:20pm

Venue: CYTG009A&B
 Except the following dates:

10, 12, 17 July	Venue: LG5201
-----------------	---------------

Office Hours: By appointment

Course Description

In this highly practical performance-based theatre course, students will be exposed to dramatic works by influential modern and contemporary playwrights in diverse cultural and social backgrounds. Students will explore how drama as an art form operates to critically examine, deeply reflect and artistically transform stories, social phenomenon and human conditions in various cultures. Through the guided and imaginative journeys, students will have the opportunity to take on the roles of performers, directors and even designers to practice theatre-making skills. Students will apply drama knowledge and skills in studying, analyzing and performing plays of different genres with multicultural backgrounds including Greek & French, Singaporean & Chinese, British & German. Throughout the course, students will often find themselves working in small groups and taking on various roles to explore the meanings within the plays, turning the dramatic text on paper into a 3-dimensional performance, with specific performing styles and techniques.

Intended Learning Outcomes (ILO)

Upon completion of this course, students are expected to be able to:

1. Develop critical understanding of the cultural roles and significance of theatre and drama.
2. Acquire and apply appropriate choice of performing styles and skills for the performance of the play studied.
3. Acquire and apply theatre making skills in analyzing and transforming the play text into a performance.
4. Work collaboratively in small groups to explore, create and perform excerpts of the selected plays.
5. Reflect and consolidate learning through practicing the skills, making observations on peers, and giving constructive meaningful feedbacks.

Course Schedule and Outline

Week	Date	Topic	Matching ILO
PHASE 1: Play texts in different genres			
1	19 Jun (2 hrs)	Introduction to the relationship between theatre and culture <ul style="list-style-type: none"> - Exploring the significance of sharing of life experience and stories for different cultures through theatre and drama as an art form. - Introducing the selected plays to be studied in the course. 	ILO1
2	21 Jun (3 hrs)	<i>Antigone</i> by Jean Anouilh and Sophocles, and the Metaphorical and Naturalistic style <ul style="list-style-type: none"> - Exploring how universal social conflicts and gender issues are confronted through dramatic and metaphorical characters by the ancient Greek playwright Sophocles and the modern French playwright Jean Anouilh. - Practicing how to embody the metaphors contained in a complex character through naturalistic acting. - Heightened and condensed expression of characters will be explored. 	ILO 1,2,3
3	26 Jun (3 hrs)	<i>Metamorphosis</i> by Franz Kafka & Steven Berkoff and Physical theatre style <ul style="list-style-type: none"> - Exploring how the oppressed human conditions are revealed through absurdly comical text created by the German novelist Franz Kafka, and the British actor, director and playwright Steven Berkoff. - Practicing the techniques of using stylized physical movements for the presentation of fictional and absurd text. 	ILO 1,2,3
4	28 Jun (3 hrs)	<i>The Coffin is Too Big for The Hole</i> by Kuo Pao Kun, chorus & solo work, and symbolic style <ul style="list-style-type: none"> - Exploring how the Chinese values and cultural issues are examined by the Singaporean Chinese director and playwright Kuo Pao Kun in a symbolic way through a solo piece. - Exploring the characteristics of chorus works and solo works in story-telling, and how they can work together. - Practicing the techniques required to perform chorus work and solo work, including the use of symbolic movements, simple props, use of space and tempo. 	ILO 1,2,3

5	3 July (3 hrs)	Reflection on the meaning of the three plays and the performing styles and form small companies <ul style="list-style-type: none"> - Reflecting on the meaning of all the three plays, their connection to the culture, and the significance of the specific performing style. - Students form small companies, and choose the play and the section within the play that they want to work on. 	ILO 4, 5
PHASE 2: Applying Skills, Rehearsal & Presentation			
6	5 July (3 hrs)	Script analysis, finding the beats, designing the space <ul style="list-style-type: none"> - Students divide the roles of performers, director and designers, some students can take on more than one role. - First reading and basic analysis of the selected excerpt will be done. - Students work out the design of the space for the selected excerpt. 	ILO 2,3,4
7	10 July (3 hrs) Venue: LG5201	Transforming the text into actions, from page to stage <ul style="list-style-type: none"> - Students apply and experiment with the drama knowledge acquired in Phase 1 to transform the play text into performing actions in space for the specific style and cultural context. - Students work out all the physical actions in space and all characters start learning the lines in the excerpt. 	ILO 2,3,4
8	12 July (3 hrs) Venue: LG5201	Practicing specific performing skills & Final Rehearsal <ul style="list-style-type: none"> - Students apply and experiment with the performing skills acquired in Phase 1 and 2 to effectively perform the play text for the specific style and cultural context. - Students rehearse, prepare simple props and sound effects, receive feedbacks from the instructor. 	ILO 2,3,4
9	17 July (3 hrs) Venue: LG5201	Final Performances, Comments from instructor, instructions on how to write the critical commentary. <ul style="list-style-type: none"> - In-class performance with a small invited private audience, followed by a self & peer assessment. - Comments from the facilitator on each group's performance, and the depth of the self & peer assessment will be given. Students will reflect and share their learning through guided discussion. - Reflective journal, and self-peer assessment will be due on 24 July 11:55pm 	ILO 4,5

Assessment Tasks

<p>Course Contribution & Attendance (30%)</p>	<p>Students participate and contribute to creative group work; give short presentations, take part in discussions and reflections.</p> <p>As students will learn and apply skills and knowledge in each lesson, and will often work in small groups, it is important to actively participate in the practical work with their classmates in order to help themselves and others gain better understanding about the knowledge the skills being taught.</p> <p>Late for 10 minutes or above will be counted as late attendance.</p> <p>Students who have been absent for more than 30% of the total class hours will not be allowed to join any group to do the final presentation, only solo presentation will be accepted, and no further individual guidance will be provided by the instructor.</p>
<p>Final Presentation (35%)</p>	<p>Each group of students will be required to give a 15-20 mins long performance of an excerpt of the play chosen by themselves.</p> <p>The final presentation will require students to fully apply all the knowledge and skills taught in the course within one piece of coherent work. It will provide strong evidence on students' learning progress in the course.</p>
<p>Reflective Journal (20%)</p>	<p>Students will do writing, drawing and planning for the analysis as well as the rehearsals of the plays throughout the course. Students will need to hand in 1 reflective journal of about 1000 words on their creative process, e.g. how they make their artistic decisions for the excerpts of the play they have chosen, how they overcome difficulties in the rehearsal process. Specific guided questions will be provided by the instructor to facilitate the journal writing.</p> <p>The reflective writing will help students articulate and consolidate their learning experience gained in the class. The writing will provide students the opportunity to connect their practical work with theories and to help them make more detailed and analytical reflection.</p>
<p>Self-Peer Assessment (15%)</p>	<p>Students will produce another piece of reflective writing of about 1000 words to critically reflect on the strengths and weaknesses of their own group's performance and the other groups' performances.</p> <p>As drama is a highly collaborative art form, it is beneficial that the students carefully assess their own learning as well as what they have learned from working with others. The self & peer assessment will help students examine their creative and learning process with greater depth.</p>

Required Reading Materials

1. Kuo, P (1990) *The Coffin is Too Big for the Hole And Other Plays*. Singapore. Times Books International.
2. Berkoff, S (1988) *The Trial: Metamorphosis: In The Penal Colony: Playscript: Three Theatre Adaptations from Franz Kafka*.
3. Anouilh, J (1987) *Antigone*. London. Methuen Drama.

Academic Honor Code

- You must observe and uphold the highest standards of academic integrity and honesty in all the work you do throughout your program of study.
- As members of the University community, you have the responsibility to help maintain the academic reputation of HKUST in its academic endeavors.
- Sanctions will be imposed if you are found to have violated the regulations governing academic integrity and honesty. Regulations for Student Conduct and Academic Integrity (<http://publish.ust.hk/acadreg/generalreg/index.html>)