Assessment Data is from what semester? Fall 2014

Faculty Name(s): Michael Navarra Smith

1. Course Name and Number:
Directing for the Stage TD 119

2. List all Course SLOs from the Course Outline of Record:
The student will:

1. Evaluate and assess the directors collaborative relationship to his/her fellow theatre artists and their responsibility to the audience.

2. Define and appraise fundamental guidelines of concept and composition and translate the ideas to the collaborators in stage terminology that is behavioral, visual and aural.

3. Analyze a script in conceptual terms and translate the ideas into stage terminology that is behavioral, visual, aural and believable to the audience in a group project.

4. Constructively collaborate with the actors presenting a scene using a selected methodology.

5. Identify, evaluate, and demonstrate basic organizational procedures of theatre hierarchy from producer to patron.

6. Examine and organize the administrative directorial responsibilities to the production process.

3. Specific Course SLO(s) assessed as part of this project:

1. Evaluate and assess the directors collaborative relationship to his/her fellow theatre artists and their responsibility to the audience.

4. Is this course on GE Plan A? X Yes ____ No (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)

_____ Area I Natural Sciences

_____ Area II Social and Behavioral Sciences

X Area III Fine Arts/Humanities

_____ Area IV Language and Rationality

_____ Area V Physical Education/Wellness

_____ Area VI Intercultural/International Studies

_____ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
-Directors gave presentations in class as if they were speaking to their designers.

6. Results and analysis of the data. (Attach any related documents at end of form.)

The student directors worked with student actors from the Introduction to Acting class on scenes throughout the semester. I would observe their collaboration as they worked together. A final performance of each scene would be performed in front of both classes. Throughout this process I would take notes on each directing student’s relationship with his/her fellow artists. This included how well they communicated their direction and how open they were to their actors’ suggestions. I would also note how engaging and affecting their scene work ended up in the final performances. These notes would then be discussed with the directing students during the next class session. I would identify what was working, so that they could build on that success. During the same session I would help them determine where they could grow in their work and pinpoint what the next step might be. This assessment created a dialogue between the directing students and me. This dialogue is meant to enhance understanding of the directing process for all the students. Overall, the results of this process were positive. The directing students were able to have hands-on experience as directors working with actors throughout the semester. The discussion and dialogue was where I could help the directors improve and grow for the next assignment.

The directors were given assignments throughout the class to analyze scripts and find their own point of view based on the play’s central conflict and theme. This point of view we called the Approach/Concept. Throughout the semester the directors would present their Approach/Concept to the class and speak to the class as if they were the design team for the production. These presentations not only clarified each director’s vision, but they gave us a glimpse of their collaborative approach in each area of the design (Sets, Lights, Costumes, Sounds, and Projections). The directors spoke about each of the design elements and how they would be incorporated into their overall vision. This unifying vision is the main task of the director and, ultimately, their responsibility toward an audience. I asked the directors questions as if I was one of the designers. This gave the directors an opportunity to communicate and collaborate. It helped me to see how the directors would do working with designers on a full-length production and also see if their ideas would translate to an audience (if directors cannot communicate their ideas to the designers then the designers will not be able to communicate them to the audience). After their presentations I would evaluate and assess their work through discussions with the directors. I believe this process worked well. With each new play, the directors grew in their ability to communicate their ideas and to find the right approach in collaborating with their designers.

All the students successfully completed the course.

7. What are you going to do based on the results of the data? (Any planned revisions?)

I believe the director/actor scene exercises were successful. It gave the directors an opportunity to work with actors, which is one of the main components of their job. Next time I plan to give the Introduction to Acting students more time to prepare with the scripts prior to working with the directors. This prep time will allow the actors to know their characters and memorize their lines before the first rehearsal. The directors will then be able to help the actors deepen their performances and connect more with the audience.

The Approach/Concept exercises yielded positive results. The directors strengthened their ability to communicate and their desire to collaborate grew. For these reasons, I plan to continue using these exercises. However, the next time I use these exercises I will ask other students in the class to behave as specific designers in the production. These students can then fight for their own design ideas and give the directors a larger variety of people and ideas to collaborate with.
Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

`yyyysemester-sloa-couresid.doc`

Example: `2014spring-sloa-engl101c.doc`