

University of Florida  
School of Theatre and Dance  
TPP: 2282, section 013E, Movement Training for the Actor I  
8:30am -10:25am (Periods 2&3), Rm#: SOC 2350 (O-Dome Practice Court)  
Fall 2020

Instructor: Tiza Garland  
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Credit: 3.0  
Prerequisites: TPP 2110,  
Theatre Major

*Please note that the preferred method of communication outside of class time is email or Canvas messaging.*

**Course Description:** Emphasis on physical preparation and character development through movement. Focusing on the preparation of the body, this course is designed to aid the actor's approach to performance.

**Course Objectives:**

- Develop a physical and intellectual vocabulary to describe, analyze, and perform movement and vocal techniques
- Experience a method of movement preparation based on the teaching theories of Jerzy Grotowsky, Ann Bogart, Rudolf Laban, and Devised Theatre Practices
- Develop a greater use of the creative imagination.
- Develop an understanding of the body as an actor's tool through awareness of basic anatomy.
- Develop a better sense of awareness, balance, control, and coordination.
- Introduce students to major movement innovators in theatre through a scholarly research project.
- Promote familiarity with dramatic literature.

\*As our purpose is to explore various techniques and to develop a new personal process for stage preparation by incorporating new perspectives, a flexible and open approach to the work is encouraged as we explore physical approaches to acting with curiosity.

**Course Content:**

Actor Warm-up  
Isolation Exercises  
Consent Culture  
Intro. to Bartenieff Fundamentals  
Intro. to Basic Anatomy  
Partnering/Physical Listening  
Plastique Work

- Impulse Initiated
- Image Initiated
- Action Initiated

Monologue Work  
Scene Work  
Written Critiques  
Reading Assignments  
Research Paper  
Laban Movement Analysis  
Animal Exercise  
Viewpoints

## **Class Policies**

**Attendance:** Students are expected to stay home and seek medical help for COVID-19 symptoms or exposure (persistent cough, fever 100.4+, new loss of taste or smell, muscle pain/headaches, shortness of breath, sore throat, chills, diarrhea, or feeling generally ill). The culture of hiding illness or the “show must go on” mentality must be avoided. Students who are medically required to quarantine will have documentation from a medical provider. Students who self-quarantine must communicate with the instructor and “attend” courses remotely synchronously, when available, or asynchronously if approved by the instructor.

Students who elect to enroll in a hybrid course are expected to participate in in-person instruction. If a student is uncomfortable attending in-person, the student should elect courses that are delivered online only and plan to take the hybrid or face-to-face course in a future semester. In the case that the student does not have the option to take the class at a later time (i.e. a graduating senior), the student must make arrangements with the instructor to “attend” all class meetings synchronously, when available, or asynchronously if approved by the instructor.

Barring the above circumstances, students are expected to be in attendance (either remotely or in-person, as assigned) daily and to be on time. Students are allowed 1 “unexcused” absence that does not require documentation and does not conform to the UF “acceptable reasons for absence.” Any other “unexcused” absence will result in a penalty of a full letter grade (10%) from the final grade per “unexcused” absence. To be considered “excused” an absence must be accompanied by appropriate official documentation. Religious observances do not require documentation.

Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

Any student that acquires 3 absences (either excused or unexcused) will be required to meet with this course’s instructor and/or area faculty to discuss the student’s continued participation in the course.

For Majors: Failure to attend this meeting will result in Artistic Probation.

Due to the participatory nature of the course that includes in-class collaboration along with partner and ensemble work, if a student acquires more than 2 unexcused absences, the student may be prohibited from participation in partner/group exercises which will affect the student’s final grade.

If you must miss a class meeting for any reason you must notify the instructor and your scene partner previous to the missed class, this does not “excuse” your absence this is simple professional courtesy.

**Tardiness:** Tardiness is disruptive to a class of this nature. Any tardiness will be recorded along with attendance. Attendance will be taken at the start of class. If you enter the room after the roll-call has been completed, you will

be considered tardy. If you enter the room any time after 20 minutes of the official start of the class, you will be marked absent for that class day.

Three tardies equal 1 absence.

**Clothing/Dress:** Dress appropriately for the situation at hand. Wear comfortable, casual, non-binding clothes in which you can move (no skirts, tight pants, or fragile clothing). No bare mid-drifts, no t-shirts with cut-off sleeves (tank-tops are acceptable). Do not wear excessively baggy clothing. Wear shoes that permit active movement (no boots, no sandals, flip-flops, clogs, high heels, backless styles, etc.). Bring rehearsal shoes when necessary. Refrain from wearing jewelry; for your safety and the protection of the jewelry you will be asked to take it off. Solid colored shirts and appropriate athletic pants/shorts is preferred.

-Hair should be pulled back out of the face.

-Hats must be removed.

**\*\*A student not dressed in a way that allows full participation in the class activities (see above) will be permitted to watch class and accept an absence for the day (See Attendance Policy). This is an experiential class, you learn by participating. You must dress appropriately in order to participate.**

**Come to class ready to work, not ready to change clothes.**

**Behavior:** Part of learning the acting process is also learning how to act in professional settings as a creative, in order to be able to fully explore the acting process you are encouraged to take “risks” while engaging in creative work. The classroom is a laboratory where you should feel “safe” to fully commit to acting choices and scenes. All students are asked to preserve and uphold the “safety zone” of the classroom by encouraging in themselves and others a sense of exploration and appreciation for applying new information to creative projects.

Vulnerability is achieved through trust and mutual respect. All are expected to participate in creating a space where one can be vulnerable and brave in rehearsals, exploration, and performance.

Your classroom and out-of-class rehearsal decorum strongly impacts the quality of instruction for you and your partners. Honor your work and the work of your partners and the art and craft of theatre. **Honor the spaces in which we work by preparing the space for work and clearing it after you are finished working.** Honor your work and the work of your partners by being off book by off-book dates, respecting your time and your partner’s time by being prepared for out-of-class rehearsals, being on time for out-of-class rehearsals, and ending on time.

**Food and drinks (except water) are not permitted in class.** –If you have an access need that requires an accommodation, please let me know.

**No gum.**

**Cell phones/electronic devices:** Silence or Turn off all cell phones and electronic devices. Do NOT leave them on vibrate.

#### **COVID-19 Related Practices for Face-to-Face Meetings:**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements.
- Sanitizing supplies are available in the classroom if you wish to wipe down your space prior to starting class and at the end of the class.

- Follow guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).
- Class schedules will be affected by the need to lengthen breaks to air out rooms, encourage hydration (it is hard to keep hydrated with a mask on), and allow adequate time for socially distanced bathroom breaks/hand washing. Staggered breaks will be avoided to ensure that all involved are able to have a moment of rest.
- For in studio hybrid technique courses, movement limitations include:
  - No lying down
  - No rolling
  - No traveling across the floor
  - 10' x 10' (or similar) taped areas will delineate the student's area of personal space. All movement must stay within these limits.:
- Class attire and preparation:
  - SoTD Dressing rooms are not accessible. For studio classes in McGuire, please come to class dressed to dance. In the O'Connell building and other alternative spaces, public bathrooms are available but should not be considered alternative dressing rooms. All use of public bathrooms should remain socially distanced with masks as per UF mandate.
  - Masks are to be worn for the entirety of the class. If masks need to be removed for any reason, please exit the studio/class area and find the nearest *outdoor* space.
  - Intact socks (no holes) should be worn in technique classes in substitution for bare feet. NO street shoes in any dance spaces.

**Guidelines for Attending Online Classes:** At times we will have class online. The course will be held during synchronous meeting times and days just as if were being held on campus. For the synchronous Zoom classes, attendance is required and will be taken. Although this is an online class meeting, discussion/student interaction is an important part of the class dynamic; therefore, participation and attendance is essential to your getting the full value and impact of the class. When attending class via Zoom, please follow these guidelines:

- Avoid distractions during class time. Close unnecessary apps and put your phone away.
- Make sure you are somewhere that is private and quiet. If circumstances require you to work from an area with distractions, let me know.
- Please do not lay down, eat or move away from your screen during class time.
- During class, be visible (camera on) and able to communicate with the instructor and peers by audio or writing in the chat box. If you have an access need that requires an accommodation, please let me know.
- I imagine most of you will be joining from your private spaces, so I encourage you to set up your background in such a way that minimizes an intrusion into your private life and space.
- Be on time for class and don't leave early (If you have a specific situation in which you need to arrive to class late or leave early on any given day, please let me know ahead of time to avoid absence penalties).
- Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, please contact me so we can discuss alternative solutions. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If

you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Written Work (Playcards, Critical Thinking Papers, Research Papers):** All papers and assignments must be typed and handed in on time. Electronic submissions must be submitted prior to the beginning of class on the deadline. **Pay close attention to minimum and maximum page/word length.** The instructor will not read your "draft" prior to submission. However, discussion prior to submission is welcomed. Submit only well-written work that has been proof-read.

**Late Work: Written Work** -- Late Critical Thinking Logs (CTLs) or Playcards will not be accepted. All other paperwork submitted after the deadline will receive an automatic -10% late penalty, plus an additional -10% late penalty for every calendar day beyond the due date. **Performance/Presentation Work:** Performance work must be presented on time. Work not prepared for the due date or a performance missed due to an unexcused absence will receive a grade of zero (0). In the event that an absence is known in advance, you must make arrangements to present performance assignments early.

**Academic Honesty:** All students in attendance at the University of Florida are expected to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter.

\*Plagiarism is an act of Academic Misconduct. Any act of plagiarism may result in failing the course.

\*\*You will be reported to the Dean's office for plagiarism on summary of Playcards (monologue selection is exempt from this).

\*\*\*Copying and pasting the work of your peers for your CTLs is considered plagiarism. Students copying work from their peers or copying from a social media sharing platform on CTLs will receive a 0 for the submission.

\*Review the requirement to acknowledge who aided you in completing a CTL if you are absent.

Be sure you understand the University's Academic Guidelines and policies regarding Academic Honesty and Ethical Conduct. Regarding work submitted for credit, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**Unauthorized Recordings:** A student shall not, without express authorization from the faculty member and, if required by law, from other participants, make or receive any recording including but not limited to audio and video recordings, of any class, co-curricular meeting, organizational meeting, or meeting with a faculty member. Do not take unauthorized photos or videos of class.

**Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

### **Campus Resources:**

#### Health and Wellness

- *U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center:* <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.

- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

#### Academic Resources

- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- [Library Support](#): <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

#### **Course Requirements:**

Participation in class exercises.

Rehearsal: Students are expected to prepare and rehearse scenes outside of class for in-class evaluation.

Performance: Various solo and partner/ensemble scenes including improvisation, monologues and scenes from dramatic literature will be evaluated for a grade. **Scenes not prepared for preliminary or final presentations will receive a grade of zero for that portion of the assignment.**

Notes: Note taking is expected, **do not interrupt the flow of class to run to your notebooks to take notes, this takes time away from doing work.** You are welcome and expected to make notes, but don't disrupt the class to do so. Using a notebook so you can take written notes or draw is preferred, you are asked not use computers/mobile devices to take notes in class (if you have an access need that requires accommodation, please let me know). All students are expected to take daily notes as well as notes on their work in class and observation notes of their colleagues to aid in the completion of written assignments (ie, CTLs CTPs, and Process Papers).

Critical Thinking Logs (CTLs): Included should be specific vocabulary, key phrases, concepts, exercise descriptions, personal notes and personal observations. Must be ELECTRONICALLY SUBMITTED, see course calendar for due dates.

The following 4 sections are REQUIRED for a COMPLETE log entry. **Clearly identify and label each of the four sections for CTL entries. CTLs that do not follow the required outline format will not be read and will receive a grade of zero (0) for the entry. While you are encouraged to talk with each other after class to review class activities, do not copy and paste from social media sharing and apps to complete this assignment.**

**1. Observation (WHAT):** A list of exercises and activities of each day.

This is simply a bulleted LIST (like a table of contents)

**2. Description (HOW):** Relist the exercises/activities and provide a clear description of specific exercises and activities from the "Observation" section. It is in this section that you describe an exercise, topics of discussion, and note one or two specifics of peer work. This should be organized with clearly labeled subsections. **\*\*Once you have accurately described an activity, you do NOT need to describe it again in subsequent CTL entries, simply refer to the description by date.**

**3. Lesson of the Day (WHY):** This is a CONCEPT, do NOT list a technique. Rather, answer "What is the CONCEPT I gained from being in class today?" This must be stated as a complete sentence that indicates a topic and a specific thought about the topic. This is a cause-effect statement or a concept that leads to clarity. Write full sentences, not fragments. For example, "Physical listening leads to a visible 'give-and-take' between scene partners."

**4. Application (WHAT IF):**

A. Be SPECIFIC. What is the relationship of the Lesson to the Acting Process?

B. Personalize it; How will YOU apply these lessons to your personal acting approach or rehearsal process? Do NOT list how you will apply it to class work, this section is for making relationships between concepts learned in class and the craft of performing. *Note a specific task* you will attend to in your next NON MOVEMENT I rehearsal (the idea is to state how a concept and task from class will be applied to your production work or rehearsal process). You can complete the following sentence: “In my next rehearsal for (Sweat) I will (do what task) in order to (make a statement about the professional or artistic goal the task supports).” State clear observable and measurable tasks—“I will explore” is not specific, you need to state/define what “explore” looks like in this instance, note what exercise you will use in order to explore. Be specific. Think of it as a To Do task for your next rehearsal.

**Length of Entries—Daily Entries need not be any longer than 1-1 ½ pages if written well and succinctly.**

**\*\*If you are absent it is your responsibility to get notes/assignments from a colleague (State your colleague’s name, not doing so is considered plagiarism).**

--If any student is guilty of a simple cut and paste of another’s CTL or from a group social media discussion, all students involved will receive a grade of zero (0) for the entry.

--Do not cut and paste from your own CTLs, there is no need to repeat what has already been written, instead cite the date of the entry to which you are referring.

--Logs may also include other notes from class in addition to personal observations, self-assessment notes, observations, questions, etc. separate from the above 4 sections.

Rehearsal Log: Out of class rehearsals for in class (Movement I) presentations will be documented in a Rehearsal Log. Logs will include Start and end time, date, scene/assignment, location, with whom (if appropriate) what was accomplished, and what discoveries were made. Note what was successful and what was a challenge to be worked on in the next meeting. Rehearsal logs will be a **separate section** of each actor/student’s Critical Thinking Log. Students are expected to record a MINIMUM of two rehearsal logs per week.

--Memorizing lines, looking for material, researching, or doing warm-ups will NOT be considered for Rehearsal Logs. Exploration and application of in-class exercises are appropriate activities for Rehearsal Logs.

**\*\*Critical Thinking Log (daily entries and Rehearsal Logs) are due weekly and will be reviewed throughout the semester.**

Contemporary Theatre Factoids: Weekly as part of the CTLs, students will note one factoid about actors, directors, producers, designers, playwrights, or casting agents/directors on Broadway or in Regional Theatre to broaden their knowledge of professional contemporary theatre arts. Submit the factoids (approximately 100 words) at the end of the CTLs after the Rehearsal Logs. Include a citation of where you got the information.

Playcards: See page 10. See course schedule for due dates. 2 playwrights of color, 1 Theatre for Youth play, 2 female playwrights. All playcards will include title, author name, date the play was written/published, plot summary (500 words max), and a monologue selection with character name that would be appropriate for YOU or a colleague. Note who SPECIFICALLY might be able to use the selected monologue for an audition piece (be specific, give a NAME of a classmate or a peer). Late playcards will receive a grade of zero. Playcards that include summaries that exceed the page limit will not be graded.

**\*\*\*Plagiarism is considered an act of Academic Misconduct. You will be reported to the dean and receive a failing grade for the class if plagiarism on this SIMPLE assignment is discovered.**

Critical Thinking Papers: See page 10. Critical Thinking Papers will reflect on the “Lessons of the Day” gained from class meetings and comparisons and contrasts will be made between Movement

Training and the acting process. Written in third person. This will be written in a 5-paragraph essay format.

Acting Process Papers: See page 11. Written in first person.

Character Analysis: An analysis of you. See page 11. Written in first person.

Movement Theory/Research Paper: See page 12.

“Play It Forward”: This assignment uses the Facebook group “Play It Forward.”

<https://www.facebook.com/groups/9617434940/>

Each student will invite a minimum of 2 people NEW to the theatre who don't normally attend live theatre productions. Their night at the theatre must be documented and posted on “Play It Forward.” Be sure your guests make a comment about the production & include your name so you can get full credit. Also post a photo of you & your pal at the theatre. Your pal must comment for you to get full credit. If you are not on Facebook, please make arrangements for accommodations with me.

Theatre Actions post: : Read about the Laramie Angels (<http://eatromaine.com/1/laramie-angels.html>) then research similar Theatre Actions staged internationally that are positive and non-violent responses to tragedy. Do not list benefit performances or theatre performances done for awareness. The intent is to find actions where people from local theatres immediately responded to a tragedy in service to the community members affected. Post the Theatre Action and comment on why you chose it. You must note 3 things:

1. The Event the Action responded to.
2. The Action
3. What the purpose of the Action was and who it served.

If you are not on Facebook, please make arrangements for accommodations with me.

Required Viewing: *Sweat*, *NOW*, *HEAR. THIS.*, *Agbedidi*, *BFA Dance Showcase*

### **Critical Dates:**

A separate course calendar will be provided in class.

**Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

**Course Fees:** Information about associate course fees can be found at <https://one.ufl.edu/soc/2188>



**Grading/Evaluation:**

Scenes/Monologues will be evaluated on quality of work, preparation, improvement in vocal/physical skills, commitment to embodied action with integrated meaning, growth, ability to incorporate notes into performance. Rubrics will be discussed prior to performance/due dates.

Written work will be graded on following directions for content and format as well as quality of work and ability to express critical thinking in a scholarly manner. Evaluation rubrics are posted on Canvas.

**Graded Assignments:**

10 %	Critical Thinking Log Collections w/ Rehearsal Logs
10 %	Playcards
10 %	Process Papers (2), Character Analysis Outlines + blurb (2)
30%	Performance: Anticipated Assignments: 2 monologues, 1 scene
10%	Critical Assessment Papers (2)
10%	Research Paper/Outline/Presentation
10%	FINAL =Scene #2 Final Presentation and revised monologue
10%	Professionalism/Participation, Play It forward, Daily Written Assignments (E-mailed/Impromptu responses)

**Grade Scale:**

90.0-100 = A	85.1-87.9 = B+	75.1-77.9 = C+	65.1-67.9 = D+	0-57.9=E
88.0-89.9= A-	80.0-85.0 = B	70.0-75.0 = C	60.0-65.0 = D	
	78.0-79.9= B-	68.0-69.9= C-	58.0-59.9= D-	

\*Note all majors MUST pass with a C (70%) or better. Failure to achieve said grade will result in retaking the course in the future.

**Content Disclosure:** Content in the arts can sometimes include works, situations, actions, and language that can be offensive to some students on the grounds of sexual explicitness, violence or blasphemy. As the College of the Arts is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college's practice to censor these works on any of these grounds. The actor's work is to learn how to perform characters that may have a different perspective than them. The work is challenging and uncomfortable, at times. Given this, the goal in the training is that actors feel safe physically, emotionally, and mentally in the work.

## **Written Assignments**

All assignments are to be typed

**1) Playcards:** 2 playwrights of color, 1 Theatre for Youth play, 2 female playwrights  
12 pt. font (Times or Calibri), double-spaced

Include: 1) title, 2) author name, 3) which category requirement the playcard satisfies, 4) date written/published, 5) plot summary—do an act and scene breakdown (approx. 375-500 words), and 6) a monologue selection – include character name.

DO NOT tell me what the play is about. Note the events and what occurs in each act and scene. State what HAPPENS in the beginning, what EVENTS lead to the middle, what HAPPENS at the end, and how the play ends as the curtain falls. Clarify the dramatic logic of the action by providing necessary context. Be sure to introduce or describe who the characters are as you mention them in your plot summary.

The plot summary should be approximately 375 words in length if done well, some classics may take a bit more space (500 word max). Playcard summaries that exceed the page/word limit will not be graded. This is an opportunity to practice specificity and concision.

Type out, verbatim, the monologue you think would be one you could use in an audition. If there isn't a character that is appropriate for you, SPECIFICALLY note a pal or classmate who might be able to do the selected monologue. Consider age appropriate monologues/audition pieces.

This is an opportunity for you. Do not do a playcard for plays you are reading aloud or have read in another class nor the play you have been cast in. No musicals. No one-acts. Do NOT do a playcard for a production that you were in in the past. However, I do encourage that you be strategic.

Plagiarism is an act of academic misconduct.

## **2) Critical Thinking Papers**

Critical Thinking Papers will reflect on the "Lessons of the Day" gained from class meetings and comparisons and contrasts will be made between Movement training and the acting process.

Format:           500 word minimum. 1000 word maximum. Include word count at the bottom of the paper.  
                      12 pt. Times or Calibri Font  
                      Double spaced (headings should be single spaced)

**Structure:** All papers are to be well-written and proof-read. These papers will include an introduction paragraph that will specifically state the thesis and the 3-5 main points to be discussed in the body of the paper. At least one complete paragraph will be used to support and describe each main point citing specific examples from the class, testimony, comparisons, etc. Transition statements from paragraph to paragraph will help the document flow well. The final or concluding paragraph will restate the main points of the paper, rephrase the thesis, and end with a thought-provoking statement. You are in a university and you are expected to demonstrate university level writing skills. Expect this to be graded as an English Assignment.

Students will write in an academic manner using third person, do NOT use the first-person narrative form, nor second-person.

Be strong and have conviction in your thoughts and work. Don't use questions as a rhetorical device.

Papers that fail to meet the above requirements (including word count) will receive a maximum grade of 75% for the assignment.

Take advantage of the university writing center if you need assistance in writing: <http://www.at.ufl.edu/rwcenter/>

### **3) Acting Process Papers, Preliminary and Final**

Minimum 500 words in length, maximum 1250 words in length. Include word count at the bottom of the paper.

Double spaced

12 pt. Times, Arial, or Calibri Font

This is to be a well-organized paper that describes your preparation for a role once you have been cast. This paper will include topics such as reading the script, physical exploration, vocal exploration, text analysis, character analysis, research of location/time/playwright/subject/character's occupation, use of music in character creation, the use of rehearsal logs, rehearsal preparation including physical and vocal warm-ups, any post-rehearsal habits, practices of keeping the role alive through a run (how you maintain consistency in tandem with continued discovery).

- Describe WHAT YOU DO, not what you think you should do, nor what you wish you did. State your process as it is, and make no excuses for it.
- This is about character creation/discovery/exploration NOT professional habits and behavior.
- This paper may be written in first person, however use professional and academic phrasing.
- This should be well organized with an introduction, the body which expands on the main points introduced in the introduction, and a conclusion that reiterates the main points of your process.

### **4) Character Analysis, Initial and Final**

--Handout provided separately

--The Final Character Analysis will be a revised and renewed analysis and include a "blurb" reflecting on changes or observations regarding growth or change of perception between the Initial/Preliminary Character Analysis and the Final Character Analysis.

### 5) Movement Theory/Research Paper:

A comprehensive well-researched, well-written paper detailing the theory and principles of acting/movement according to an innovator of modern methods of movement.

-Include annotated bibliography

-MLA Style

**Structure:** This must be a well-written paper with a clear introduction including main points to be addressed in the body of the paper. All stated main points must be supported by evidence, testimony, comparisons, examples, etc. Be sure to provide mini-definitions of terms/jargon and mini-descriptions of exercises if necessary. Transition statements from paragraph to paragraph will help the document flow well. All papers must include a concluding paragraph that restates the main points and closes with a thought-provoking statement.

Note: This is NOT a biography, it is a discussion of this innovator's approach to acting through movement. You must discuss the major tenets of the innovator's work and basic vocabulary they use/introduced to the field.

#### **Format:**

Minimum 1000 words in length, Maximum 1500 words in length. Include word count at the bottom of the paper.

Double-spaced

12 point Times or Calibri Font,

Minimum 3 sources (if you only use 3 sources, only 1 may be an internet site)

Minimum 2 textual sources

MLA style parenthetical citations.

Annotated bibliography

(An annotated bibliography contains descriptive or evaluative comments on the sources)

\*Be sure to refer to the MLA Handbook, 8<sup>th</sup> ed. regarding formatting and style (<https://style.mla.org/>)

#### --This is a THREE part assignment:

1) Paper

2) A **1-2 page** "cheat sheet" in outline form to be copied and given to each member of the class, plus your bibliography. Do NOT copy and paste paragraphs from your paper for your cheat sheet/outline.

3) TEN-minute presentation of research. Rehearse and time your presentations. You will lose points for every 30 seconds after 10 minutes.

#### --Innovators:

Tadashi Suzuki (Focus on the practice, not only his philosophy. Secondary sources are beneficial.)

Vsevolod Meyerhold

Rudolph Laban (BESS – NOT Labanotation)

Frederick Matthias Alexander

Moshe Feldenkrais

Michael Chekhov

Moni Yakim

Ann Bogart

Michael Luger

\*If there is an innovator you are interested in researching, please feel free to discuss this with me.

Due date: \_\_\_\_\_

**Basic Notes on Training:**

Please do not be late. Class will start on time.

Please prepare the space before class begins. Clear all props and bags to one side of the room in a NEAT and orderly fashion. All blocks, mats, chairs, etc ., must be against the wall, not placed in front of other objects.

When you get to class start your own warm-up.

Turn cell phone off or on silent. Do not leave them on vibrate.

Do not wear jewelry or watches. You will be asked to remove them.

Have all material and texts memorized and ready to work on assigned dates and be ready to recall them at any point after you have performed them. . We will use moments from one assignment to inform subsequent assignments.

Do not wear baggy pants to train. No jeans. No hats.

Pull back long hair in a ponytail.

The only food or drink allowed in the class/studio space is water. Do not bring your coffee to class. No gum.

Be respectful of the “boarders” of the classroom and of the presentation space. Only enter when you are ready to do the work.

Check Canvas for class announcements.

Schedule appointments with me as necessary regarding the training and your work in class.

CTL Submission #1

Aug XX, 2019

Movement I

1. Observation (WHAT):

- Discussion
- Warm -Up
  - Activity
  - Activity
  - Activity
- Exercises
  - Activity
  - Activity
- Monologue Work
  - Activity

Note activities in the chronological order they were done and experienced in class.

Note that this is only a SAMPLE. You will have to organize/rename the sections in Part 1 (Observation) and Part 2 (Description) based on the actual activity of the particular day.

2. Description (HOW): [OPTIONAL]

- Discussion — mini description
- Warm -Up— mini description
  - Activity— mini description
  - Activity— mini description
  - Activity— mini description
- Exercises
  - Activity— mini description
  - Activity— mini description
- Monologue Work
  - Activity— mini description

3. Critical Thinking/Lesson of the Day (WHY):

- When exploring character body, look at the abstract elements of images in order to inform exploration.

4. Application (WHAT IF):

- A. When going into some of the explorative work within acting it can sometimes be hard to grasp new concepts immediately. When working through cellular breathing I found that I wasn't able to connect the idea to my body immediately. However, after thinking about the image of thousands of little pores all over my skin I was able to drop my breath and start connecting.
- B. For my next rehearsal of *Miss Julie* I will use Shape Flow and cellular breathing along with at least 3 different abstract images to explore various choices in the scene.

Rehearsal Log #1

Date: X/XX/20XX

Time: 3:30-3:55

Location: G-12

Sasha and I began rehearsal with a quick line pick up, going through the lines fast and not really paying mind to any particular blocking helped to start to give a playful mood to the scene. The next run through we played with only Spoke-like and Arc-like action which was interesting because Sasha chose mostly Arc-like, and I chose mostly Spoke-like. However, I did switch between the two worlds as I would deliver a punchline which added to the comedic beats of the scene. The final run of the scene was done with a combination of Shape Flow and various

Effort State exploration. I found that taking my time and sustaining through Shape Flow made the Clown much more contained which was a funny contrast.

#### Rehearsal Log #2

Date: X/XX/20XX

Time: 9:00-9:30

Location: My Room

Going through my script and scoring out the lines I wanted to create a contrast to the comedic nature of the Clown. By removing the set up and punchline of the jokes through opposing movement choices I found that I could accomplish just that. Playing around with Effort Actions I was immediately drawn to Wring and Press because they gave a much more immediate and stronger feel to the scene. While playing with Shape I discovered pin-like and ball-like were fun to put adjacent to one another because my entire body posture is forced to change with the transition between the two. Finally the States that were chosen gave me the option to play with flow especially Bound which I have found gives such a contained sense of fun to my character.

**Contemporary Theatre Factoid:** Kenny Leon is an American director whose credits include Broadway and Regional theater. He recently directed *American Son* on Broadway. It is a new play by Christopher Demos-Brown, starring Kerry Washington. He has won a plethora of prestigious awards. The most well known is his Tony award for “Best Direction of a Play” for his Broadway rendition of *A Raisin in the Sun*. And in addition, under his direction for the Broadway rendition of *Fences*, Viola Davis and Denzel Washington won respective tony awards for “Best Performance for Female/Male in a Play”. He also recently received the Abbott award for his lifetime of work as a director. This award is presented from the Stage Director & Choreographers Foundation.

\*This entry is missing a citation for the CTF.

Complete BOTH the top and bottom portions. Detach and return to instructor:

This is to acknowledge the receipt of the syllabus and course calendar for Movement Training for the Actor I, Fall 2020.

I have read and understand the class policies: Attendance, Academic Misconduct, Clothing, Professional Behavior, Food and Drink, Cell phones/ Electronic Devices, and Written Work.

I understand my responsibilities as a participant in this class.

I am aware of the various assignments and the due dates of written assignments.

I understand that this is both a physically and mentally rigorous training class in the art, craft, discipline, and history of movement and theatre.

I, \_\_\_\_\_, by signing this "contract" acknowledge receipt and responsibility of the information regarding the syllabus and course content for Movement for the Actor I.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
date

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