ADVANCED MOVEMENT
THE PHYSICAL IMAGINATION
#515B
Spring 2015

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Class Meetings
MW 10 – 11.50AM
Location MCC 107

Office Hours
Available by appointment. Call or email as above. Mentorship is an essential element of the instructional technique in the MFA program; make it a point to make an appointment.

Course Goals/Learning Objectives

"Our bodies and minds are not two and not one...
Our bodies and minds are both two and one."

Suzuki Roshi

“The greatest of mimes can touch the very rhythm of life, which they draw from the universal poetic sense, composed of time, space, tension, thrust, color, light and matter, like the comic actor, who draws from the raw material of life the characters he represents. But this raw material is also within him.”

Jacques Lecoq

The goal of the course is to radically broaden the actor’s creative movement vocabulary, to connect the expression of internal truths with external stimuli, and to begin the process of developing original theatrical material through the application of movement techniques.

Course Overview

The course is divided into 6 segments.
During *Elements*, the students research, analyze, and embody the physical properties of air, earth, fire, and water, proposing movement phrases in response to each prompt. The same principles are applied for the *Materials* (copper, steel, glue, oil, etc) and *Animals* (all manner of creatures) segments.

The study of *Gesture*, the 4th segment, begins the process of connecting the abstractions of Element, Material, and Animal with human properties of movement, leading towards characterizations. Students examine differing categories of gesture, analyzing the differing sources of inspiration available through an understanding of each definition of the word. This section of study culminates in a *Text* section, in which speech is integrated with physical character for the first time.

Throughout this time, work is also continuing on a parallel segment; *Balance*. Combining the pre-established warm-up work (from semester 1) with a new focus on weight-share and duet improvisations, the students embark upon a detailed experiential investigation of physical contact, examining awareness, trust, creativity, risk, and freedom within a fixed structure that deepens through repetition. The culmination of this segment is an ensemble project based on the work of an artist.

**Supporting Materials**

A booklet detailing the source of the various techniques explored (including both historical and contemporary precedent), the structure of the course, and a number of references, literary and visual, is available on Blackboard. This booklet has been created to assist you in your pursuit of this area of your study.

Suggested reading: *Theatre of Movement and Gesture*, by Jacques Lecoq, chapters 1 and 2.

**Final Exam**

TBD

**Grading Policy**

A  work of excellent quality  
B  work of good quality  
C  work of average quality  
D  work of below average quality

*Your grade is assessed according to*
Class Work – 50%
Midterm – 25%
Final – 25%

Course Assignments & Class Schedule

- Text in **bold** indicates assignment requiring preparation.
- “Open class” means session set aside for catch-up, discussion, and other explorations.

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<tr>
<th>WEEK</th>
<th>FIRST CLASS</th>
<th>SECOND CLASS</th>
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<tr>
<td>1</td>
<td>Balance - intro</td>
<td>Balance - intro</td>
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<td>2</td>
<td>MLK Day</td>
<td><strong>Elements: Air</strong></td>
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<tr>
<td>3</td>
<td>Open class*</td>
<td><strong>Elements: Earth</strong></td>
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<tr>
<td>4</td>
<td>Open class*</td>
<td>Open class*</td>
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<tr>
<td>5</td>
<td><strong>Elements: Fire</strong></td>
<td><strong>Elements: Water</strong></td>
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<td>6</td>
<td>Presidents Day</td>
<td><strong>Elements: Combined</strong></td>
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<td>7</td>
<td>Materials</td>
<td>Materials</td>
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<tr>
<td>8</td>
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<tr>
<td>9</td>
<td>Open class*</td>
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<td>10</td>
<td>Open class*</td>
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<tr>
<td>11</td>
<td>Animals</td>
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<tr>
<td>12</td>
<td>Gesture</td>
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<td>13</td>
<td>Gesture</td>
<td>Text</td>
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<td>15</td>
<td><strong>Balance project</strong></td>
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Statement on Academic Conduct and Support Systems
**Academic Conduct**
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/).

Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct/](http://policy.usc.edu/scientific-misconduct/).

**Student Conduct**
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/](http://equity.usc.edu/) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.

The Center for Women and Men [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

**Support Systems**
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students.

**The Office of Disability Services and Programs**
[http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu/](http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Emergency Preparedness/Course Continuity in a Crisis**
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.