

USC School of Dramatic Arts

THTR 515b

Units: 2

Spring 2022. Monday & Wednesday 10am-11:50am

PED 206

Instructor: Sabina Zuniga Varela

Office Hours: By Appointment Only

Contact Info: zunigava@usc.edu

* I will respond within 24hours

* Otherwise the class SLACK channel can be used for a quicker response. (Spring22-thtr-515b-63225)

“Limits are a necessary partner in the creative act as well as in the crafting of a successful life. What matters is the ability to look around and accurately recognize what is working for you and what is working against you, adjusting to the realities of the situation and mining the potential of the limits with invention and energy.”

~Anne Bogart

Course Description

In this continued journey of exploring dynamic movement, active stillness and transitions we will deepen our vocabulary and expand our execution in regards to specificity. Our work with the six points of movement (fast/slow; heavy/light; direct/indirect) will continue and be layered with six new dynamics of movement: towards/away; love/fear; connect/isolate. Physical conditioning and flexibility will proceed to enhance our warm-ups and explorations. Our projects will transition from internal movement impulses to incorporate outside forces that can create reaction and relationship with others and objects. Utilizing text we will develop methods to lift the words from the page and generate physical stories with voice and body. We will continue to explore mindfulness, self-care and decompression to foster a culture of resilience and sustainability for our creative physical selves moving forward in the MFA training journey.

Learning Objectives:

- Remember the previous experience with the six points of movement and active stillness to proceed to deepen a relationship with these limitations to gain specificity with movement pieces.
- Understand the six dynamics of movement as an addition to our movement vocabulary.
- Apply the six points and six dynamics of movement in course projects.
- Analyze the work generated in class through group discussion.
- Evaluate on an individual and group level through rubrics and written reflection.
- Create original movement pieces that will move through a cyclical process of development, experimentation, presentation, evaluation and execution.

Suggested Reading:

- **Your Art Will Save Your Life** by Beth Pickens
- **Letters to a Young Poet** by Rainer Marie Rilke
- **Big Magic** by Elizabeth Gilbert

Description of Course Projects: Each project is worth 20% of the final grade.

Journey to a Stone: This individual assignment will explore the physical elements of a journey to a specific object, in this case a stone. Cohort members will each discover a stone outside of class time. They will then write a narrative story that depicts the finding of the stone. Using this written draft they will then begin to create movement from the different moments and elements of the story. Music with lyrics will be used to score the final piece.

The Guest House: Taking the poem “The Guest House,” by Rumi, the cohort will be divided up into pairs to explore this text. The poem will be a jumping off point as they develop a movement relationship between the house and the guests. Dialogue will be created by the pairs and incorporated with the movement that will follow the map of the poem.

Chagall and Company: The cohort will be divided into groups of four. Each group will choose six Chagall paintings from selections provided. Utilizing the 6 points and 6 dynamics movement vocabulary the groups will bring the paintings to life through statues, vignettes, movement, gesture and precise transitions. The group will research song lyrics, poetry and other written works to narrate their journey of images.

Grading Breakdown:

Participation: 15%

Attendance: 25%

Assignments: 60%

Grading Scale

A: Exemplary Work

B: Good Work

C: Poor-Quality Work

D: Unacceptable Work

Project Rubric:

20 points total per Project	5	4	3
Awareness: Space & Surroundings	Excellent awareness of and connection to surroundings, other bodies and objects in the space	Inconsistent awareness of surroundings and connection to other bodies and/or objects in the space.	Very little awareness and/or connection to the surroundings.
Listening: Impulse & Instinct	Demonstrates strong listening skills and incorporation of impulses from instincts and outside forces.	Inconsistent listening skills and inability to consistently incorporate impulses and instincts.	Very limited listening skills of impulses and instincts.
Control: Precision & Specificity	Complete control of specific and precise movement.	Inconsistent control of specificity and precision in movement.	Lack of control of movement and limited to no precision or specificity.
Presentation: Preparation & Energy	Project is presented with ample preparation and focused energy.	Project is presented with basic preparation and inconsistent energy.	Little to no preparation is evident and lack of energy in performance.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Homework/Project Preparation/Notes
Week 1 Zoom Class	Group Meditation; Qigong routine; Warm-up (The Cat); Circuit Training; Check-In and begin discussion on Y1 devised project.	Discover a stone outside of home environment for Journey to a Stone project.
Week 2 Zoom Class	Group Meditation; Qigong routine; 6 point warm-up; begin mini narrative movement piece & written work for Journey to a Stone Project	*No class on Monday 1/17 in observance of MLK Day *Bring stone to class on Wednesday 1/19
Week 3	Group Meditation; Qigong routine; 6 point warm-up; Introduction of 6 dynamic of moment (Towards/Away; Love/Fear; connect/Isolate) rehearse movement for Journey to a Stone Project; Check in and discuss first reading for Y1 devised piece.	*The first individual read though of The Alchemist should be completed by class time on Wednesday 1/26
Week 4	Group Meditation; Qigong routine; 6 point/6 dynamics warm-up; Review drafts of Journey to a Stone Project, rehearse and present.	*The final presentations of Journey to a Stone Project will be on Wednesday 2/3.

Week 5	Guest Artist Master Class	
Week 6	Guest Artist Master Class	
Week 7	Guest Artist Master Class	* No class on Monday 2/21 in observance of President' Day.
Week 8	Guest Artist Master Class	
Week 9	Guest Artist Master Class	
Week 10	SPRING BREAK 3/14-3/20	
Week 11	Meditation; Qigong Routine; Warm-up; Introduce The Guest House project. Choose partners to sketch and rehearse project in class with feedback.	
Week 12	Meditation; Qigong Routine; Warm-up; Rehearse The Guest House project in class with feedback on Monday and present final project on Wednesday.	*The final presentations of The Guest House Project will be presented on Wednesday 3/30
Week 13	Meditation; Qigong Routine; Warm-up; Introduce Chagall & Co. Project; Divide class in half to sketch and rehearse project with feedback.	
Week 14	Meditation; Qigong Routine; Warm-up; Chagall & Co. Project and present rough drafts for feedback.	
Week 15	Meditation; Qigong Routine; Warm-up; Rehearse Chagall & CO. Project in class with feedback on Monday and present final project on Wednesday.	* The final presentations of Chagall & Co. will be presented on Wednesday 4/13 and will also be presented for culminations, date TBA
FINAL		Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at classes.usc.edu .

Course/Company Agreements

* The following are the list of agreements that we made as a cohort to support productive exploration in class as well as during the devised project process.

- Speak in Draft
- Step Up/Step Back
- Just Try It
- Create First/Analyze Later
- Process vs. Product
- Embrace Conflict
- Commit to Everything/Marry Nothing
- Speak Your Mind
- Communicate Sudden Movement
- Red(Stop)/Yellow(Give a moment to try) Green (All good)

SDA PRODUCTIONS

SDA productions are courses and therefore do not supersede any other courses in which you are enrolled. When in an SDA production, students must not register for evening classes that conflict with regularly scheduled rehearsals. In short, being involved in an SDA production is a curricular assignment and must be treated as any other curricular assignment.

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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>.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) ability@usc.edu.

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. See the university's site on Campus Safety and Emergency Preparedness.

Support Systems:

Campus Support & Intervention (CSI) – (213) 740-0411

Campus Support & Intervention is an office within Campus Wellbeing and Crisis Intervention. We are a team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. <https://uscsa.usc.edu>

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://titleix.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://titleix.usc.edu/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu