

2018-19 Spring

HART 1039 The Art of Narrative in Drama (1-credit)

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Time: Thursdays, 10:30am-1:20pm

Except:

31 Jan	10:30am-
14, 21 Feb	12:20pm
14, 21 Mar	
2, 9 May	

Venue: LG5201

Office Hours: By appointment

Course Description

Narrative is found in all forms of expressive arts. In drama, making a narrative is sometimes simply called story-telling, which is one of the earliest forms of performance. Understanding the art of narrative is fundamental to understanding and appreciating drama and other performing arts. Narrative forms, or stories, are building blocks of our cultural identity. The artistic skills of story-telling are therefore crucial in life events wherever communication of ideas and meaning-making of life experience is necessary. In this highly practical course, students will learn about how to structure a narrative by applying various drama and aesthetic elements. Through individual, paired and small group exercises, students will learn to narrate stories from various perspectives, investigate the use of dramatic language, acquire vocal and physical skills to make the story-telling more vivid and meaningful. By the end of the course, each student will create and perform a piece of original story-telling.

Intended Learning Outcomes

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

1. Demonstrate understanding about the principles and skills of story-telling in class activities.
2. Work collaboratively and individually to create and present stories with clear theme and purposes.
3. Develop artistic and practical abilities to apply story-telling skills for everyday life purposes.
4. Perform with appropriate story content and performing skills in the final performance.
5. Make critical, specific reflection and comments on oneself and peers

Course Schedule & Outline

Lesson	Date	Topic	Match- ing ILO
PHASE 1: Basic understanding of story-telling			
1	31 Jan 2 hrs	Basic principles of story-telling <ul style="list-style-type: none"> - Basic principles and purposes of story-telling in theatre arts. Examples of how stories are told in various forms of theatre arts, including drama, dance, mime, installation, videos, stage design and lighting will be shown and explained. - Students will get a basic understanding of various possible structures of stories. Working in pairs and individually, students will explore the basic skills of story-telling with short stories. 	1,2,5
2	14 Feb 2 hrs	Sequencing the events and describing the feelings <ul style="list-style-type: none"> - Students will structure their interesting real life experiences into short stories. Students will tell their own stories, listen to and re-tell each other's stories to practice how to effectively sequence the events and vividly describe the feelings in the story. 	1,3,5
3	21 Feb 2 hrs	Telling stories from different perspectives <ul style="list-style-type: none"> - Apart from being the narrator, students will also practice telling the same story from the point of views of different characters to explore how new understanding can be developed through new perspectives. 	2,3,5
4	14 Mar 2 hrs	Tensions, Focus, Dialogues <ul style="list-style-type: none"> - Students will investigate how the dramatic tensions, focus and dialogues work to invite imagination, highlight the theme, and concretize abstract ideas. 	1,2,3
5	21 Mar 2 hrs	Engaging the Body, Voice and Space <ul style="list-style-type: none"> - Students will explore how to use facial expressions, gestures, movements, space, simple props, and the change of voice to enhance the dramatic elements, to make the story more vivid and to help the audience visualize the story. Mood and Atmosphere <ul style="list-style-type: none"> - The management of dramatic mood and atmosphere is crucial to an engaging story-telling. Students will explore how to use dramatic language, pauses and rhythm to enhance the mood and atmosphere of the story. 	1,2,3
PHASE 2: Creative Process and Performance			
6	28 Mar	Target Audience and Purpose <ul style="list-style-type: none"> - Students will decide on the theme and purpose of the story they are going to create. They will also decide on the target audience, e.g. family members, teachers, classmates, or colleagues, to which the story will be told. 	123
7	4 April	Structuring the Story <ul style="list-style-type: none"> - With the theme, purpose and target audience decided, each student will write an original short story by applying all the dramatic elements learned in the first half of the course. The story should last for about 3-5 minutes. 	3,4,5
8	11	Polishing and practicing	3,4,5

	April	- Students revise their original stories by checking whether the dramatic elements are properly used. Students will also experiment with the use of voice, body movements and space to facilitate the story-telling.	
9	25 April	Rehearsal and Feedbacks - Students get in small groups of 4 to take turn to become the story-teller and present his or her story to their group members. The group members will pretend to be the target audience of each story-teller and give feedbacks accordingly.	3,4,5
10	2 May 2 hrs	Final Presentation and Assessments - Students show their pieces to a small invited private audience, the instructor and classmates. Instructor will comment on each student's performance.	3,4,5
11	9 May 2 hrs	Comments from facilitator; Reflection and sharing of learning experience; Course evaluation. - Students will reflect and share their learning through guided discussion. Time will also be allowed for course review. - Guided questions will be given to help students write the critical commentary as a written demonstration of the understanding of theories and artistic experience.	1,5

Assessment Tasks

Attendance (10%)	<p>Students arriving 10 minutes after the beginning of each session will be counted as late. Being late or leaving early for more than 10 minutes twice will be counted as one absence.</p> <p>Students are required to attend at least 70% of the classes; i.e. students may not be absent for more than 3 sessions, for any reasons such as illness or other university functions.</p>
Course participation (35%)	<p>(1) Students will participate in both individual and group work in each lesson. Their learning attitude, contributions made to the class, and the quality of work produced will be assessed. The instructor will look at:</p> <ol style="list-style-type: none"> how well can the student work independently; how active the student is in sharing ideas and helping classmates in paired or small group exercises; how much progress the student has made on acquiring and applying the skills and knowledge; how well can the student make meaning and reflections on the learning experience how well can the student make observation and give constructive comments to other classmates' works. <p>(2) Each class is highly practical, therefore the contribution and participation of each student will greatly affect the quality of their own learning experience.</p>

<p>Critical Commentary (25%)</p>	<p>(1) Students will write a critical commentary to reflect on their learning by giving a detailed analysis of the creative process and final performance, reflecting on their understanding about the art of Story-Telling, personal strengths and weaknesses in the research and creative process, contributions and discoveries in the process, as well as the difficulties encountered and achievements attained as a group. Students will also give a critical analysis on the strengths and weaknesses of the performances given by 2 other classmates. A list of guidelines will be given to the students for the critical commentary.</p> <p><u>Word Limit: 500-1000</u> <u>Due date: 10 May 2019</u></p> <p>(2) The critical commentary is an important analytical and reflective process for the students to consolidate, articulate and demonstrate their learning in a written format.</p> <p>(3) 10% of mark will be deducted per day in case of late submission. No assignment will be accepted after a week of the submission deadline.</p>
<p>Final Performance (30%)</p>	<p>(1) Each student will give a 3 to 5-min long performance of an original piece of solo story-telling in the classroom, to their classmates, instructor and a small group of invited private audience.</p> <p>(2) The duration of the piece is manageable and reasonable for a course that lasts for only one term. The making of a performance will give students a complete experience of creating and performing a story. It also gives students the opportunity to appreciate and make observation. The performance will show how well the students have acquired and applied the skills and knowledge taught.</p> <p>(3) Students must perform at the stated session, no make-up session will be arranged for absent students.</p>

Required Reading Materials

1. Holt, David and Bill Mooney. 1997. *The Storyteller's Guide*. Little Rock: August House Publishers.
2. Yolen, Jane. 1987. *Favorite Folktales From Around the World*. New York: Pantheon.

Supplementary Reading Materials

1. Haseman, Brad and O'Toole John. 1989. *Dramawise: An Introduction to the Elements of Drama*. Heinemann Educational Australia.
2. Collins, Rives and Pamela Cooper. 1997. *The Power of Story: Teaching Through Storytelling*. Scottsdale, AZ: Gorsuch Scarisbrick Publishers.

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>)