



COURSE OUTLINE

Course Number	Course Title	Credits
VPA228	Artistic Collaboration Workshop	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
2/2/0	ENG101	Fall 2023

Catalog description: Alternates between generating new performance work and looking at the history of collaboration among established artists of different disciplines in Modernist and Postmodernist movements. Students work with the materials of their specific craft while taking inspiration from other artistic movements. The class is open to all fine and performing artists.

General Education Category:

Not GenEd

Course coordinator:

Jody P Gazenbeek-Person, x3524,
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Required texts & Other materials:

1. *Performance Art from Futurism to the Present* by RoseLee Goldberg
ISBN-10 0500204047 // ISBN- 13 978-0500204047
2. Our library and the county system contain a collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning. Please consult with the Program Coordinator for further and specific reading recommendations.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Identify, describe, and discuss important figures and performance movements in the 20st century. [Supports ILG # 1, 5, 6, 7, 8 PLO # 1, 5]
2. Grapple with the complexity and boundless possibilities of performance and then go out, find it, engage with it and make performances for themselves. [Supports ILG # 1, 6, 9,10, & 11 PLO # 1-7]
3. Investigate and assess different communication strategies to ensure productive results in collaborative projects. [Supports ILG # 1, 10, & 11 PLO # 6, 7]
4. Through collaboration, integrate different artistic disciplines to create new work for the stage or for a site-specific environment. [Supports ILG # 1, 6 PLO # 1-7]
5. Identify the structuring devices of a performance and, in turn, can work within or create new performance structures. [Supports ILG # 6,10, & 11 PLO # 1, 3, 4, 6, 7]
6. Critique performances through observation of professional productions, their own work, and the work of their peers. [Supports ILG # 1, 6 PLO # 6, 7]
7. Listen, work off their partners, let go of inhibitions and trust each other, be in the moment and their own bodies, use their entire instrument, surprise each other, work with danger and unpredictability, work in the extremes, work from their passion, care for their audience and tell a story, play as one and be a team. [Supports ILG # 1, 6,10, & 11 PLO # 1-7]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Theatre AA, Theatre AFA & Communications: Speech and TH(PLO)

1. Conduct research in preparation for performing a role;
2. Independently interpret dramatic literature for performance;
3. Use a variety of acting, movement, and vocal techniques to craft a performance;
4. Work collaboratively with artistic and production staff;
5. Create successful auditions by preparing materials and exhibiting professional conduct.

Communication: Speech and Theatre utilizes these two additional PLOs:

6. Develop communicative competencies in physical presentation, vocal variety techniques, and anxiety management skills to deliver prepared or extemporaneous speeches;
7. Develop effective interpersonal and intrapersonal communication skills.

Units of study in detail – Unit Student Learning Outcomes:

Unit I: History of the Modernist Performance [Supports Course SLOs # 1-4, 6]

The student will be able to

- Describe social, political, and cultural events that have had effects on the various stages of performance.
- Develop their communication abilities for performance through greater understanding and appreciation of the history of several movements in the United States and Europe.
- Describe how performance reflects the cultural values of society and how performance played a part in the enhancement of each culture's growth.

Unit II: History of Postmodern Performance [Supports Course SLOs # 1-4, 6]

The student will be able to

- Describe social, political, and cultural events that have had effects on the various stages of performance.
- Develop their communication abilities for performance through greater understanding and appreciation of the history of several movements in the United States and Europe.
- Describe how performance reflects the cultural values of society and how performance played a part in the enhancement of each culture's growth.

Unit III: Collaborative Performance Projects [Supports Course SLOs # 1-6]

The student will be able to

- Demonstrate creative freedom and spontaneity through technique and improvisational exercises.
- Demonstrate advanced listening, imagination, and interactive skills.
- Demonstrate ensemble or group interaction through the development and performance of material created through improvisation, classroom exercises, which integrate historical discussions and readings into the work.
- Evaluate what constitutes significant moments during a performance.
- Solve how ideas are transformed and generated into a performance.
- Analyze performance through observation of live professional productions, their own work, and the work of their peers.

Evaluation of student learning:

1. Students will write a Reaction Paper on a live professional interdisciplinary performance— instructor will hand out calendar of event during the first week of classes.
2. Students will take periodic quizzes to ensure success on the midterm and final exams.
3. Students will take a Midterm Exam on history (1890 – 1950) and concepts covered during the first half of the course.
4. Students will take a Final Exam on history (1950 – present) and concepts covered during the second half of the course.
5. Students will complete three performance projects – the Modernist, Postmodern, and Final Performance Project – and engage in post-performance critiques with their peers to gain success in communications and performance strategies for generating and editing ideas and building a performance in a collaborative environment.
6. Assigned reading of primary source texts from each representative movement. Assessment of comprehension through participation in classroom discussions.
7. Active participation in class exercises introducing students to collaborative work amongst different artistic disciplines.
8. Active participation in class exercises developing students' listening, thinking, and responsive skills through improvisation.