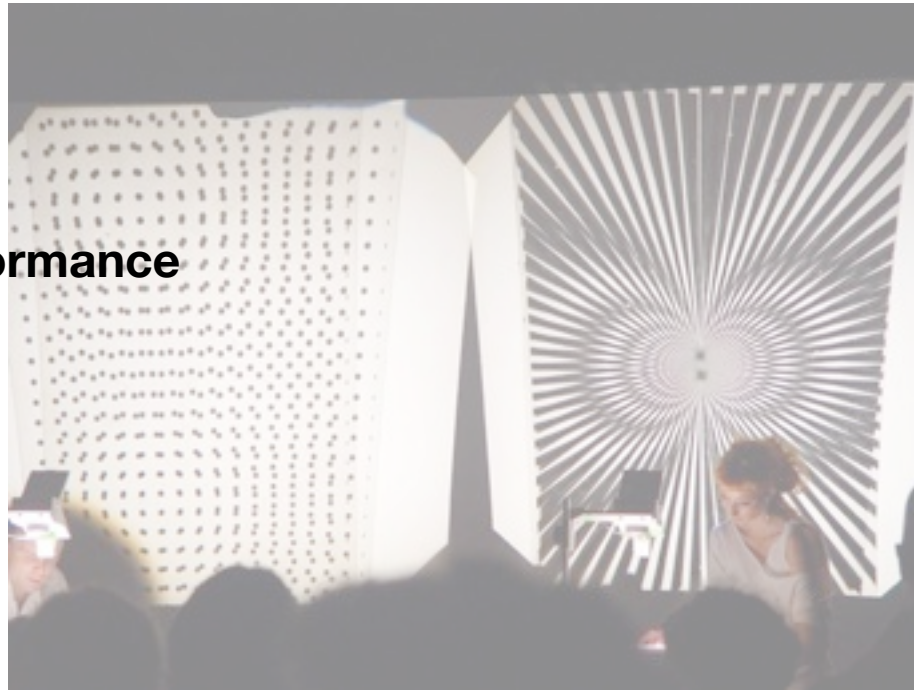


New Media Performance

Group work



Richard Hoadley
2014
v1.000

Note

This presentation is available in **pdf** format at
rheadley.net/presentations

Further information is available at
[course VLE](#)

4.3. Attendance for Group and Collaborative Work

For modules that include collaborative practical work, especially those leading to live performance events, there is an especial necessity for full and punctual attendance. Poor attendance and/or engagement inevitably has a detrimental affect on the work of your fellow students and will hinder their achievement, as well as your own.

If you are unable to attend a particular rehearsal, class or workshop you should inform your Module Tutor immediately, and in advance of the class wherever possible. All members of staff have voicemail and email. You will then be entered on the register as an 'explained absence'. Failure to do this will mean that you will be marked 'unexplained absent'.

Absence for reasons of external work commitments, timetable clashes or time mismanagement will not be accepted.

You should be aware that poor attendance and/or lack of commitment will inevitably affect your ability to meet the module learning outcomes to a satisfactory standard, and consequently your mark may be affected.

From **Complicite** Devising Pack:

Roles within the group:

“Most professional theatre practitioners admit that equality in the devising process simply doesn’t exist”

“in practice we all learn from each other through observation and consultation and helping each other”

“create visual material: collages, paintings, sketches or even junk sculptures which can help to refine ideas about the look of a theatre piece, the space it will inhabit, atmosphere, colours and weight”

Keeping records

“it is important to keep **detailed records** as the work is happening”

“If possible use video or stills cameras to record improvisations”

“encourage notetaking while discussions and improvisations are actually happening. These notes can become a detailed group record to be accessed by all the students.”

“visit art galleries and museums, to watch films, listen to music and gather images, pieces of text and books. Find ways of sharing the research. For example, each student could bring an appropriate object, image or piece of text for the group to explore.”

“It doesn’t matter where you begin.
Anything can be a starting point in theatre
– a gesture, an idea, a song, a line of
dialogue.

What matters is the next step – how to find
the opposing force, the conflict, the
tension.”

“if you look at a photograph of a neutral face next to a photograph of a bowl of soup, you will almost certainly see 'hunger'. As students juxtapose fragments of work, stories will emerge naturally.”

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