Collaborative Project
Checklist for Success

Task:
You are expected to create an original piece of theatre between 13-15 minutes in length to a specific target audience from a starting point selected by your ensemble.

Starting Point:
the starting Point can be:
* an event
* idea, issue, question or theme,
* image, photo,
* non-dramatic text,
* object,
* person,
* piece of music,
* site,
* street art, graphic novel, comic strip, etc.

IMPORTANT NOTE: Your starting point cannot be an existing piece of theatre or a published text.

Who’s Who in the Ensemble
* Your ensemble must consist of your classmates.
* You must work with at least one other person and a maximum of five others (six in total).
* You must identify your own personal context, personal approaches to theatre, interests and theatrical skills. Identifying these will allow you to focus your individual contribution to the ensemble and your individual responsibility to the creation of the original theatre piece.
* Your ensemble can be created with like-minded creators or made up of diverse approaches.

My Individual Responsibility
By the end of the unit, you will:
- identify your own process of creating theatre, personal context, interests and skills set (an audit of your experiences),
- have the ability to explain your development with the process of creating an original theatre piece,
- carry out research on an unfamiliar theatre professional company that, through collaboration, creates and presents original theatre,
- understand how the professional company’s approaches to theatre influence your own personal approaches to the process of collaboration and theatre making,
- take individual responsibility for a valuable aspect of the creative process and the final 13-15 minute presentation - this can be in terms of creativity, designing, directing or performing material,
- lead your ensemble in practical exercises based on your own research and further research on your own interests, skills, approaches to theatre, etc.
- present and lead your group in the exploration of your ideas on your starting point with your ensemble,
IMPORTANT NOTE: Even though this is a collaborative project, each student must take responsibility for a significant part / aspect of the piece. Not all explorations make it into the final piece and that process of exploration should be undertaken in the spirit of play and experimentation to test ideas.

The Final Product:
* A 13-15 minute presentation performed to a live audience - uninterrupted and recorded.
* A Process Portfolio - 15 pages maximum in length which clearly communicates your process to the piece, your contribution to the ensemble, how your research influenced your creation process and final presentation, your intended audience impact, your reflection on your audience’s understanding of your impact and your development in approaching and creating theatre.

What do I Submit?
☐ Your Process Portfolio which clearly communicates your approaches, skills and explorations of the starting point, the nature of your collaboration and your individual contributions to the creation of the presentation.
☐ A 4 minute, in total, of one or two moment(s) from your final 13-15 minute presentation which supports your portfolio. The moment(s) must clearly demonstrate the contributions and artistic choices made by you.

IMPORTANT NOTE TO TEACHER: Teachers must assess the video and portfolio submission NOT the final 13-15 minute presentation.

Process Portfolio:
* 15 pages maximum
* a table of contents with the following minimum headings:
  1. My Personal Context and My Research into a Professional Company that Creates and Stages Original Pieces of Theatre
  2. The Formation of my Ensemble and Our Exploration of the Starting Point - including target audience and intentions for the piece
  3. Reflections on the Collaborative Development of Our Piece and the Specific Explorations Led By Me
  4. My Contribution to the Final 13-15 Minute Presentation, the Impact on the Audience and My Artistic Choices - as seen in the video
* must include text, visuals, diagrams, etc. etc.
* clearly demonstrate the stages of the creative process:
  a. preparation
  b. action
  c. reflection
* annotated images, photos, charts, mindmaps, visuals, diagrams, designs, illustrations, etc.
* properly referenced and attributed (attribute own images / photos)
* pages clearly numbered (title page and table of contents not included in page count)
* cover page which includes your name, course title, teacher’s name, candidate number and session number,
* include your candidate number on every page (header or footer)
* NOTE: make certain the final product is legible on screen.
Process
1. Reflect on your own:
   a) personal context,
   b) personal approaches to theatre,
   c) interests,
   d) theatrical skills set and
   e) the answer to the following question: “what do I bring to an ensemble?”
2. Explore several starting points.
3. Decide on ONE starting point. Explore the final starting point.
4. Map out your contribution to the ensemble by creating practical explorations of own approaches, further research of own approaches and the research from theatre company.
5. PLAY - test, retest and learn from failed ideas.
6. Only after you have tested and played with ideas can your ensemble decide on the structure of the piece.
7. Begin the process of the rehearsal and production - preparing the piece of theatre for an audience. Lead practical explorations throughout the rehearsal process.
8. Rehearse, get feedback and rehearse again.
10. Plan for a talk back session with your audience to gauge the impact of your piece and the extent to which the piece fulfilled the ensemble’s intentions. Not meeting these intentions is NOT the goal. The goal is to understand your explorations and how they informed your intentions.

DO:
- Identify your approaches to creating theatre.
- Connect these to your research on a professional theatre company.
- Further research your own interests, approaches and the starting point.
- Clearly communicate the formation of the ensemble and the exploration of the starting point.
- Clearly communicate your intended impact on your audience.
- Clearly communicate your development in structuring and preparing an original theatre piece - focus on explorations led by YOU.
- Evaluate your own contribution to the process and final presentation.
- Analyse and justify your contributions which helped fulfil your ensemble’s intentions.
- Choose video footage which clearly supports your portfolio and your artistic choices.
- Include visuals in your portfolio.

DO NOT:
- Retell the step-by-step process of creating an original theatre piece. Focus on your research and skills learned throughout the process instead.
- Use time as a reflection piece - if you had more time, the piece WOULD be stronger, etc.
- Use personal conflicts to justify unreached intentions.
- Only address your research as a means of explorations - this needs to have research and your personal touch!