Course Number: VPA228
Course Title: Artistic Collaboration Workshop
Credits: 3

Hours: 2 Lecture / 2 Lab
Pre-requisite: ENG101
Implementation: Fall 2017

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 actors, dancers, musicians, media, and fine artists. Participants enrolled in this class must attend all sessions and all assignments require rehearsals outside of class time.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
Performance Art, From Futurism to the Present by Roselee Goldberg


Revision date: 1/2017  Course coordinator: Jody P. Gazenbeek-Person

Information resources: The required texts for this course identify important figures and analyze performance movements in the 20th century and assess collaborations among artists of different disciplines. Each of the videos/films utilized in this course offer the students a rare look at the creative processes of two or more important figures in contemporary performance. Videos: Cage/Cunningham; Four American Composers: Phillip Glass; Einstein on the Beach, the Changing Image of Opera; 4 Saints in 3 Acts; Un Chien Andalou; Le Coeur à Gaz.

Other learning resources: students are instructed to visit ubuweb.com for complimentary primary sources for the course.
Student Learning Outcomes/Course Goals:

The student will be able to:

1. Identify, describe, and discuss important figures and performance movements in the 20th century.
2. Grapple with the complexity and boundless possibilities of performance and then go out, find it, engage with it and make performances for themselves.
3. Investigate and assess different communication strategies to ensure productive results in collaborative projects.
4. Through collaboration, integrate different artistic disciplines to create new work for the stage or for a site-specific environment.
5. Identify the structuring devices of a performance and, in turn, can work within or create new performance structures.
6. Critique performances through observation of professional productions, their own work, and the work of their peers.
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.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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.

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.

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


MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. 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.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Units of study in detail.

Unit I: History of the Modernist Performance

The student will be able to

- Describe social, political, and cultural events that have had effects on the various stages of performance. (Course Competency 1; Gen Ed Goal 1, 5, 6 & 7; Core Skill A)
- Develop their communication abilities for performance through greater understanding and appreciation of the history of several movements in the United States and Europe. (Course Competency 3; Gen Ed Goal 1, 5, 6 & 7; Core Skills A & B)
- Describe how performance reflects the cultural values of society and how performance played a part in the enhancement of each culture’s growth. (Course Competency 1; Gen Ed Goal 1, 5, 6 & 7; Core Skills A & B)

Assignments and examinations designed to measure these learning objectives

- Assigned reading of primary source texts from each representative movement. (Course Competency 1; Gen Ed Goal 6; Core Skill D)
- Assessment of comprehension through participation in classroom discussions and assigned journal entries. (Course Competency 1; Core Skill A)
• Examination covering established artists, performance styles, and performance structures, as well as social, political, and cultural effects during the Modernist movement. (Course Competency 1; Gen Ed Goal 1, 5, 6 & 7; Core Skills A & B)

**Unit II: History of Postmodern Performance**

*The student will be able to*

- Describe social, political, and cultural events that have had effects on the various stages of performance. (Course Competency 1; Gen Ed Goal 1, 5, 6 & 7; Core Skill A)
- Develop their communication abilities for performance through greater understanding and appreciation of the history of several movements in the United States and Europe. (Course Competency 3; Gen Ed Goal 1, 5, 6 & 7; Core Skills A & B)
- Describe how performance reflects the cultural values of society and how performance played a part in the enhancement of each culture’s growth. (Course Competency 1; Gen Ed Goal 1, 5, 6 & 7; Core Skills A & B)

**Assignments and examinations designed to measure these learning objectives**

- Assigned reading of primary source texts from each representative movement. (Course Competency 1; Gen Ed Goal 6; Core Skill D)
- Assessment of comprehension through participation in classroom discussions and assigned journal entries. (Course Competency 1; Core Skill A)
- Examination covering established artists, performance styles, and performance structures, as well as social, political, and cultural effects during the Postmodernist movement. (Course Competency 1; Gen Ed Goal 1, 5, 6 & 7; Core Skills A & B)

**Unit III: Collaborative Performance Projects**

*The student will be able to*

- Demonstrate creative freedom and spontaneity through technique and improvisational exercises. (Course Competencies 2 & 7; Gen Ed Goal 1 & 6; Core Skill F)
- Demonstrate advanced listening, imagination, and interactive skills. (Course Competencies 3 & 7; Gen Ed Goal 1 & 6; Core Skill F)
- 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. (Course Competencies 1, 2 & 5; Gen Ed Goal 7; Core Skill F)
- Evaluate what constitutes significant moments during a performance. (Course Competency 5; Gen Ed Goal 1 & 6; Core Skills A & B)
- Solve how ideas are transformed and generated into a performance. (Course Competency 2; Gen Ed Goal 1 & 6; Core Skills A & B)
- Analyze performance through observation of live professional productions, their own work, and the work of their peers. (Course Competency 6; Gen Ed Goal 1 & 6; Core Skills A, B & F)

**Assignments and examinations designed to measure these learning objectives**

- Active participation in class exercises introducing students to collaborative work amongst different artistic disciplines. (Course Competency 4; Gen Ed Goal 1 & 6; Core Skills A & F)
- Active participation in class exercises developing students’ listening, thinking, and responsive skills through improvisation. (Course Competency 7; Gen Ed Goal 1 & 6; Core Skills A, B & F)
- A series of three in-class performances, the first two of which will be guided by elements from the historical study and the third, an opportunity for students to venture out into their own unique ambitions for collaborative invention. This third performance will also be presented publicly. (Course Competencies 4, 5 & 6; Gen Ed Goal 6; Core Skill F)
- Students will be required to see two professional live productions and analyze the ensemble skills and the structuring devices of the performance using information acquired in class. Students must obtain the instructors approval for each production. (Course Competencies 2, 5 & 6; Gen Ed Goal 1 & 6; Core Skills A & B)
**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.

**Academic Integrity Statement:** Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).