

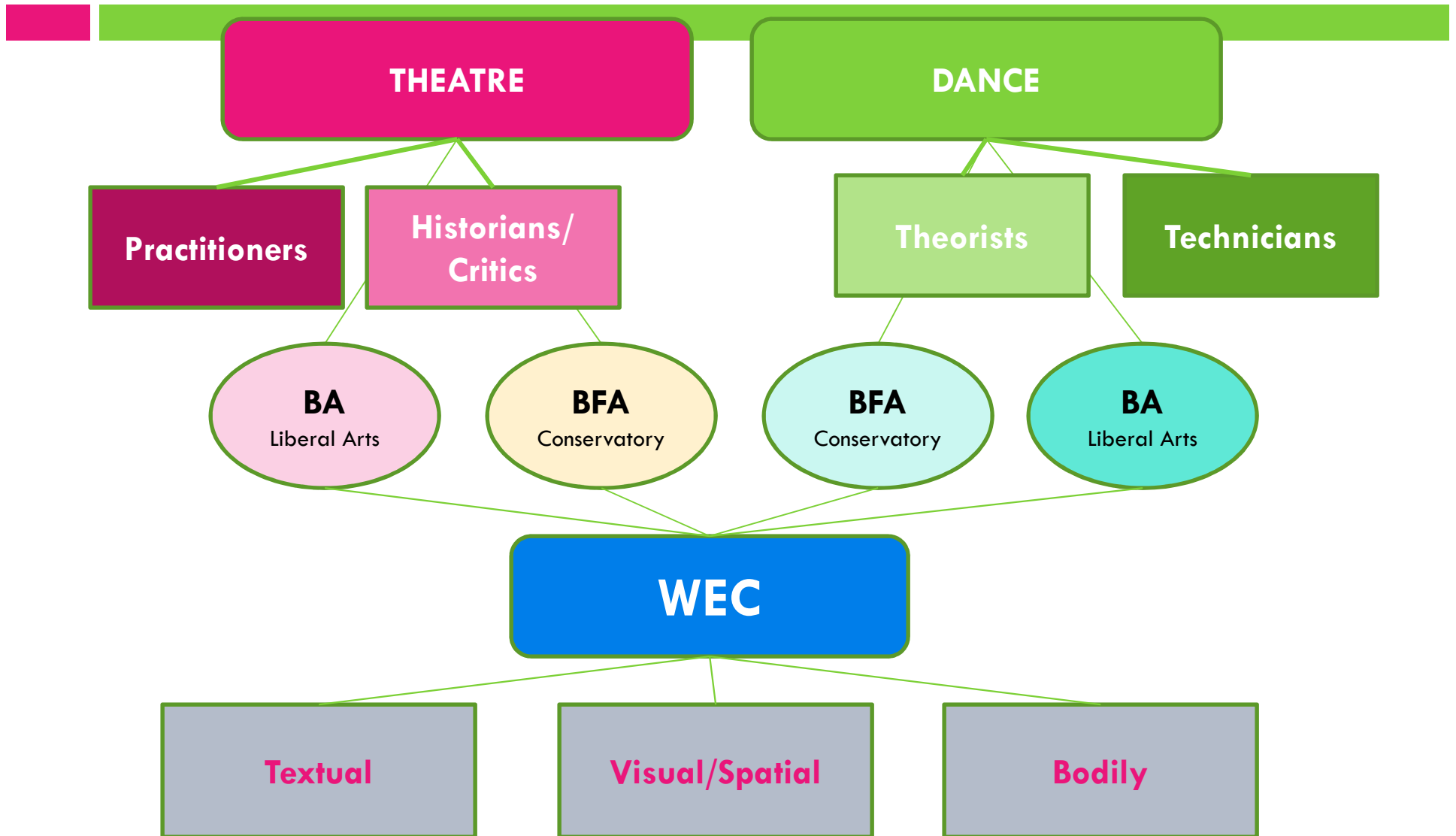
ARTICULATE BODIES: WRITING INSTRUCTION IN A PERFORMANCE-BASED CURRICULUM

Stephanie Lein Walseth

University of Minnesota, Department of Theatre Arts and Dance

WEC Research Assistant and PhD Candidate

Theatre Arts and Dance



Writing in Theatre

WHY DO WE WRITE IN THEATRE?

- Writing in theatre is a part of the artistic *process*.
- Like artistic practice, writing in theatre *communicates* a vision, experience, or idea.

WHAT MAKES GOOD WRITING IN THEATRE?

- It is aware of its audience
- It is multi-disciplinary
- It is poetic
- It balances the subjective with the objective

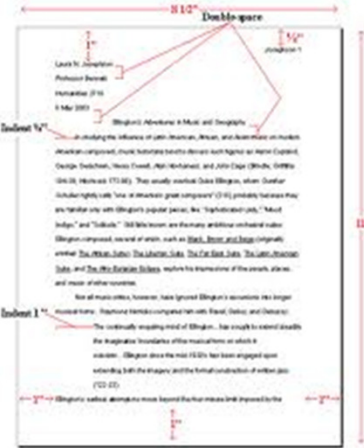
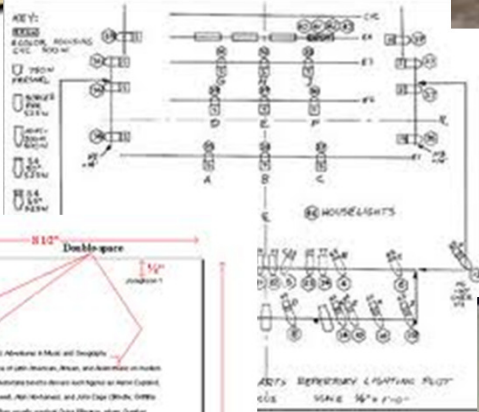
HOW DO WE GO ABOUT WRITING IN THEATRE?

- Writing in theatre originates in research
- Writing in theatre is similar to the process of rehearsal
- Writing in theatre requires commitment

WHAT ABILITIES DO WE NEED TO WRITE EFFECTIVELY IN THEATRE?

- Conduct research
- Unlock and explore the imagination
- Create descriptions of performance, design components, and/or dramatic texts
- Identify, interpret, and analyze
- Create and support a thesis driven argument
- Develop an awareness of differences between conventions and genres of writing
- Deepen ideas to reach new levels of complexity
- Develop self-reflexivity
- Practice revision

Theatre and Dance: Expansive definition of writing



ARTS DEPARTMENT LIGHTING PLAN
SEE PAGE 16 & 17

TAD Curriculum Mapping Project

Identifying our Strengths and Gaps

STRENGTHS

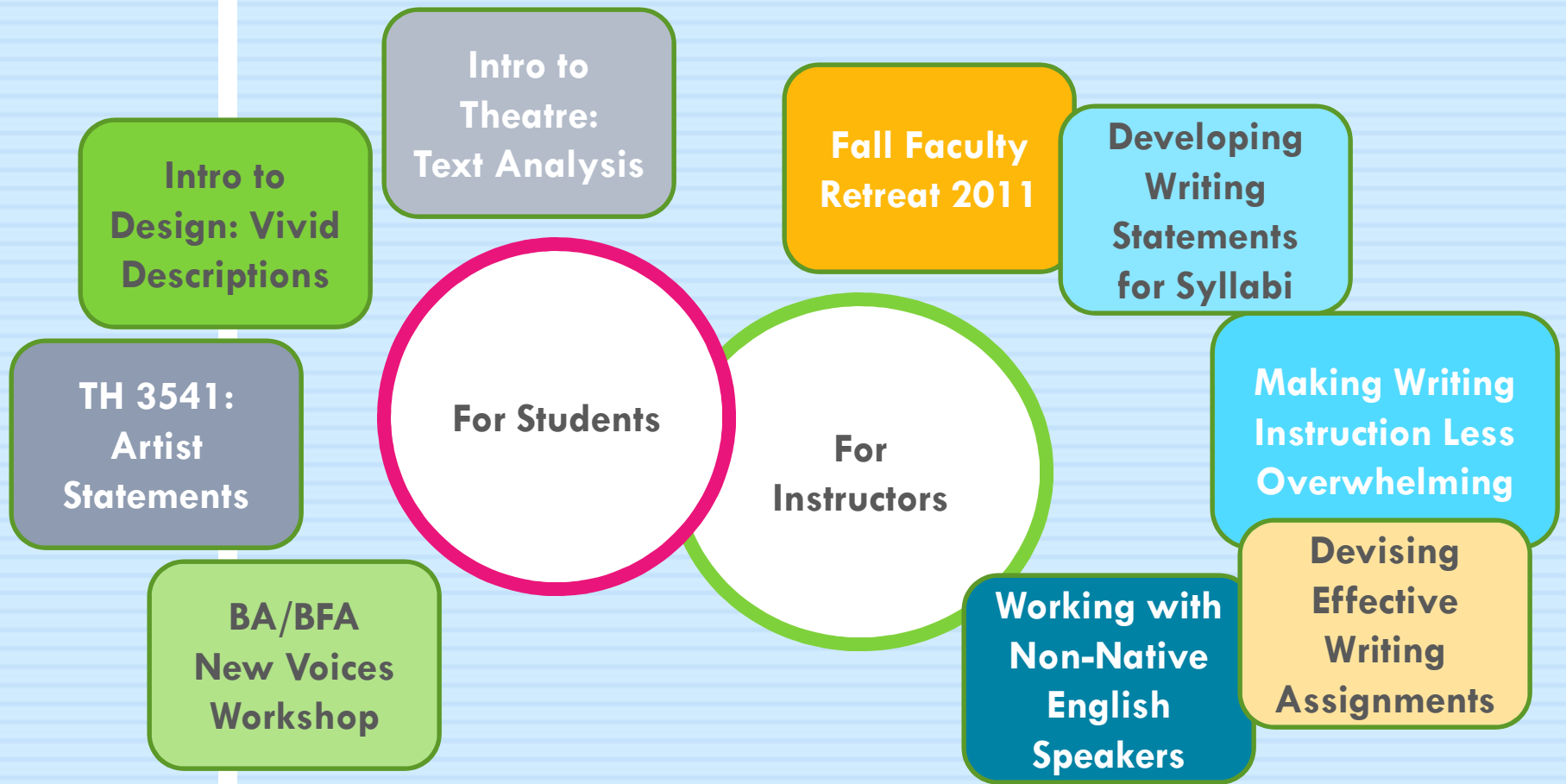
- Capacious definition of writing
- Ubiquity of writing instruction across the curriculum
- Eliciting process-based, exploratory, expressive dimensions of writing

GAPS

- Unclear where higher order analysis and synthesis skills are happening
- Revision is primarily happening in WI courses
- Expectations for student 'writing' often implicit, especially with higher level abilities

Modeling





Modeling Concrete Teaching Tools & Writing Instruction

Performing Writing/Writing Performance



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