

Analysis- Teil des Unterrichtsmodells

Übersicht

1. Analysis 1 – Einzelstunde

Introduction

Reading tips, creating scenes from brief exchanges

2. Analysis 2- Doppelstunde

A museum - A restaurant lobby - A living room

Analyzing and acting out scenes, character relationship maps

3. Analysis 3 – Einzelstunde

A bedroom

Character posters

4. Analysis 4 – Doppelstunde

A park - A doctor's lounge - A lawn

Character development

5. Analysis 5 – Einzelstunde

A coffee shop

Themes

6. Analysis 6 – Doppelstunde

An auditorium - An exhibition gallery

Film version – Ethics Committee

Analysis 1 - Einzelstunde

Introduction to *The Shape of Things*

Übersicht

1. Einzelne S stellen ihr *outline* für *drama plots/characters/conflict* auf der Grundlage der Themen der ersten Doppelstunde vor
(Hausaufgabenbesprechung)
2. Kurze Lehrerinfo zu Autor und Werk,
das in den folgenden Wochen im Zentrum steht
3. Motivation und ‘Leseerziehung’ durch Einführung der *bookmarks* und der *stop and think cards* (*bookmarks* für Hausaufgabe wichtig)
4. Kurze Lehrerinfo zur Bedeutung von Dialog im Drama
5. *Drama activity: creating scenes from brief exchanges*
Kreative Aktivierung
6. Hausaufgabe:
Reading Portion 1: A museum – A restaurant lobby - A living room
Leseauftrag gemäß *bookmark*

You are the playwright!

Please present the ideas for your short plays.

Focus on:

- ✓ characters and what they stand for,
- ✓ plot: conflict/dilemma situations/critical moments in life,
- ✓ choices/decisions.

Neil LaBute

- Born 1963 in Detroit, Michigan
- Degrees in theater and film
- One of the most prolific, controversial and successful contemporary dramatists
- Has written and directed more than 20 plays, has successfully adapted some of his plays into movies, turned his attention to TV work.....
- **World Premiere ‘The Shape of Things’**
May 2001 The Almeida, London met with critical acclaim, (Drama Desk Award for Outstanding Plays in 2001), continues being staged in theatres all over the world

'Reading' Drama

Bookmarks Stop and Think Cards

Reading Drama

*How to help the 'real' people to grow out of
the words on the page.*

Visualize the characters.

What do they look like?
How do they move? How do they sound?
What current movie star would be best to
play the role?

Visualize the setting.

What color is the sculpture (A museum),
the couch (A living room)?

Read with a pencil.

Record your reactions as you read.
Use a notebook or a journal.

If there are parts which you don't understand,
read the lines aloud. Visualize what an
actor would look like speaking the lines.

Spot your personal quote

"Because I don't like art that isn't true."

Stop and Think Card

Who is speaking?
Where are they?
What is the situation in detail?
What are the relationships?
Who is more dominant?
What do the words say?
What do they mean?
**Choose one character,
walk in his/her shoes.**
Why am I saying what I'm saying?

Because I want...
Because I think...
Because I feel...
Because this is what I'm like...

Drama Activity

Creating ‘scenes’ from brief exchanges

Monologues



Plays are made from what people say to themselves, to the audience, to a prop.

Dialogues



Plays are made from what people say to one another.

Drama Activity

Creating ‘scenes’ from brief exchanges

A play is not real life,
but good speech in a play
should have something of
everyday speech.

Meaning can be imposed on any
random utterance,
an entire scene can be created
from one very brief exchange.

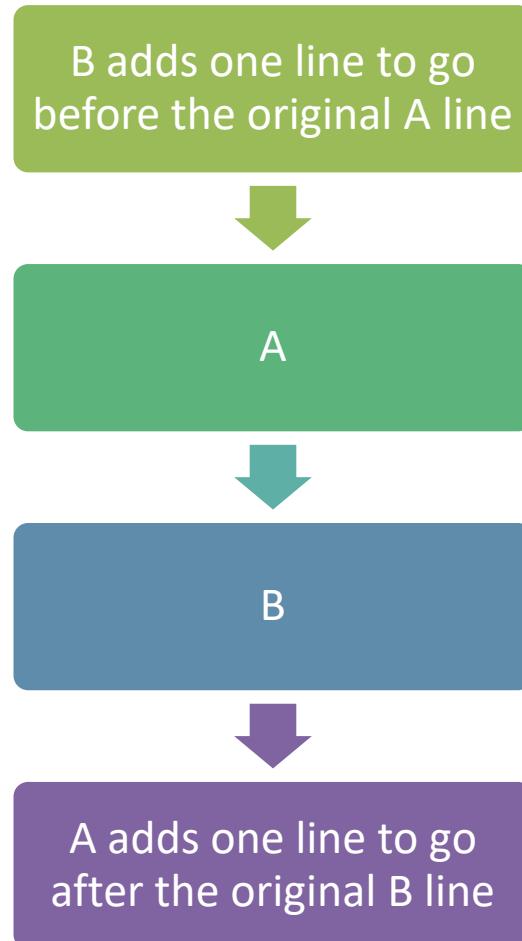
Procedure

1. Stand in a circle in As and Bs
2. Read your lines around the circle:
A opens the exchange,
B replies
3. Try to find the other half of your ‘play’ by trying your line out on as many other people as possible
4. Once all of you have found their partners, each pair reads the result to the rest of the group

Drama Activity

Creating ‘scenes’ from brief exchanges

Expand your ‘plays’ by adding more lines



'Reading' Drama

Reading Portion 1

A museum

Using the instructions on
your bookmark 'read'
the first 3 scenes of *The
Shape of Things*

A restaurant
lobby

A living
room

Analysis 2 - Doppelstunde

A museum - A restaurant lobby – A living room Übersicht

1. S nennen ihre Leseerfahrungen
2. Who is it (which character)? What's the context?
(Comprehension)
3. Features of conversation
(sensitizing for use of natural conversation/dialogue)
4. Kurzes Lehrerinfo zu characters in a drama, story and plot (difference)
5. Analysis: setting/props – characters – plot
(arbeitsteilige Gruppenarbeit, je eine Szene)
6. Analysis/Creative: Acting out scenes
(je einen kleinen Teil einer Szene ‘A Living Room’)
7. Feedback/Think Tank
8. Character relationship map ('A Living Room')
9. Hausaufgabe: Reading portion 2: A bedroom.
Task:
 1. Writing as prediction: Write down what will happen next
 2. While reading write comments in the margin

Comprehension

A museum - A restaurant lobby – A living room

Who

1. ...asks somebody to step back?
2. ...doesn't like art that isn't true?
3. ...has just started on a thesis project, an installation 'thingie'?
4. ...is wearing something which is not part of the uniform?
5. ...might have a split personality?
6. ...is said to have a great ass?
7. ...doesn't think his buddy is ever going to get married?
8. ...talks about vandalism?
9. ...mentions the rights of females to speak on their own?
10. ...is clearly unhappy about the escalation of an argument?

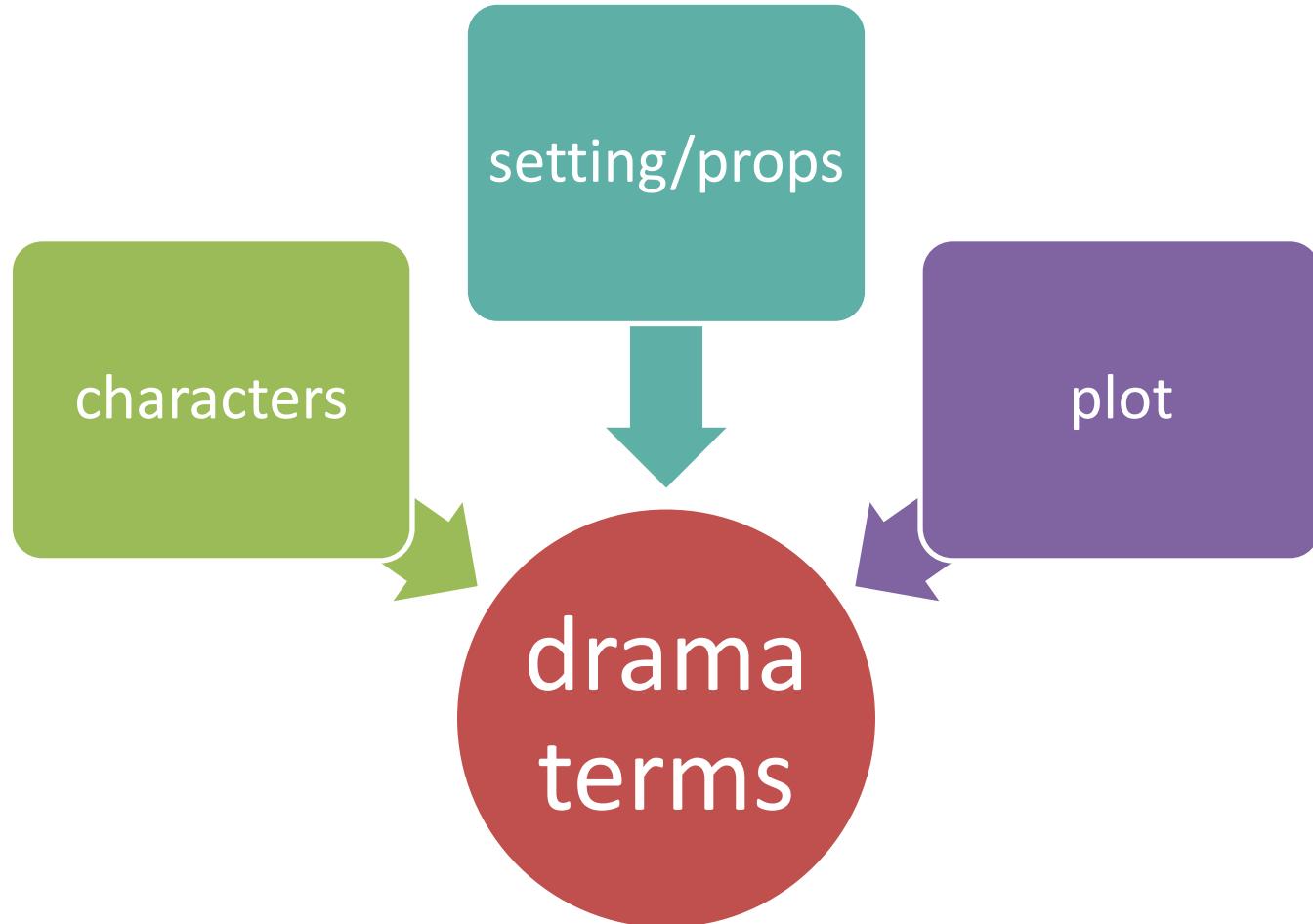
Features of conversation

Feature	Example	Effect if used in literary texts
Hesitation	Oh well.....Me, I s'pose?	
Incomplete elements	No I'm gonna.....So, yeah, alright. It's a whole routine thing. Your're right.....	
Interruption/Overlapping	A: You stepped over the line. Miss?/Umm, you stepped over.... E: I Know/It's ms.	
Reformulation	No..... I mean, yes.....	

Features of conversation

Feature	Example	Effect if used in literary texts
Echoing speech	A: Another time, we'll definitely discuss it. E: Another time.....I'd rather do it.	
Vague or inaccurate vocabulary	No, he cut his hair...Or something. Ummm, yeah. I mean, both, sort of.	
Beat (short pause)	I'd get fired for doing my job. Screw that..... (Beat) . Could you do that for me though?	

A museum – A restaurant lobby – A living room
Analysis: setting/props – characters - plot



Setting/props

1. Setting: where and when?
2. The play is divided into (acts and) scenes.
Do they correspond to action, time, place or a combination of these?
3. How does the setting influence the atmosphere?
4. Does the script contain stage directions?
If so, what information do they provide?
If so, do they draw a concise picture of the scenery/room etc.?
5. Does the play work with props
or is there a bare stage?
6. If there are props, why and how do the actors use them?
What is the effect? Is it symbolic?

Characters

Plays are about people.

But characters in plays are not people and they are not whole.

They just suggest the complexity of a real person.

However, what characters do and say sometimes affects us deeply.
We ‘feel’ with the characters, we care, we connect.

The characters carry the action forward.

They grow and develop.

Some appear as friendly characters at first, but later turn out to be villains or morally questionable, ambiguous characters.

Sometimes they stand for a particular idea or are part of the play’s ‘message’.

Plot

Before a **story** can become a **play**, it must first become a **plot**

Story

The story tells us **what** happened

“The king dies
and then the queen dies.”

E.M. Forster:

The story is a narrative of events
arranged in their **time sequence**.

Plot

The plot tells us **why**

“The king dies
and then the queen dies **of grief.**”

E.M. Forster:

The plot is also a narrative of
events, the emphasis falling on
causality.

The crucial element of causality
can be developed and creates drama.
We don't just want to know what
happens, we want to know why.

A museum – A restaurant lobby – A living room

Analysis: setting/props – characters - plot

1. **Setting and props**

Analytical: Where and when (in relation to the other scenes) does the scene take place?

Creative: Visualize setting and props, describe/sketch what you see (e.g. architecture, furniture, colors, shapes....).

2. **Characters**

Analytical: Who are the characters? What do we learn about them through what they say and what they do, through what others say about them?

Creative: Visualize the characters. What famous movie/TV/YouTube star would be best to play the role? How do they move? How do they sound?

Plot

Analytical: What's going on? How does the plot develop through dialogue and how do the characters carry the action/the conflict of the play forward?

3. **Fast finishers:**

Visualize the **character constellation** in 'A living room'

Plot

Which character(s)
carries/carry the
action forward....

...by
doing/saying/.....
what?

Acting out scenes: step 1

Who? What? Why?

You are actors discussing the scene using a simple set of questions:

Who?
Who are these characters?
Briefly talk about your impression of each one – what is he or she like?



What?
What's going on?
Briefly discuss what you think is happening.



Why?
Why do you think the characters say what they say, and behave as they do?
What does each one want/think/feel?

What do the words say? What do they mean?
Why do the characters saying what they say?

Acting out the scenes: step 2

Lifting the words off the page

How can we lift these words off the page to act out a performance that will really hold an audience? Discuss the following questions:

1. Where is your audience?
2. Where is each character in relation to the others at the start of the scene? Where do they move to as the scene proceeds?
3. How does the speaking character behave?
How do the others react?
4. How does the characters speak their lines?
Details to be considered include voice, pauses, emphasis, facial expression, gesture and movement.

Feedback

Audience:

Why did the characters say what they were saying?
Because they want/think/feel....

Team:

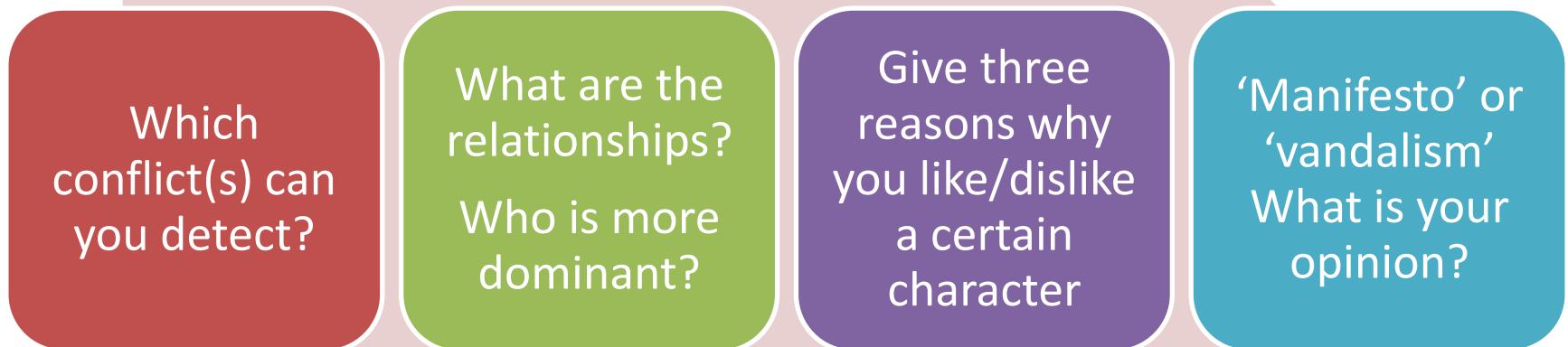
Is that what you wanted to show?
What did you want to show?

Audience:

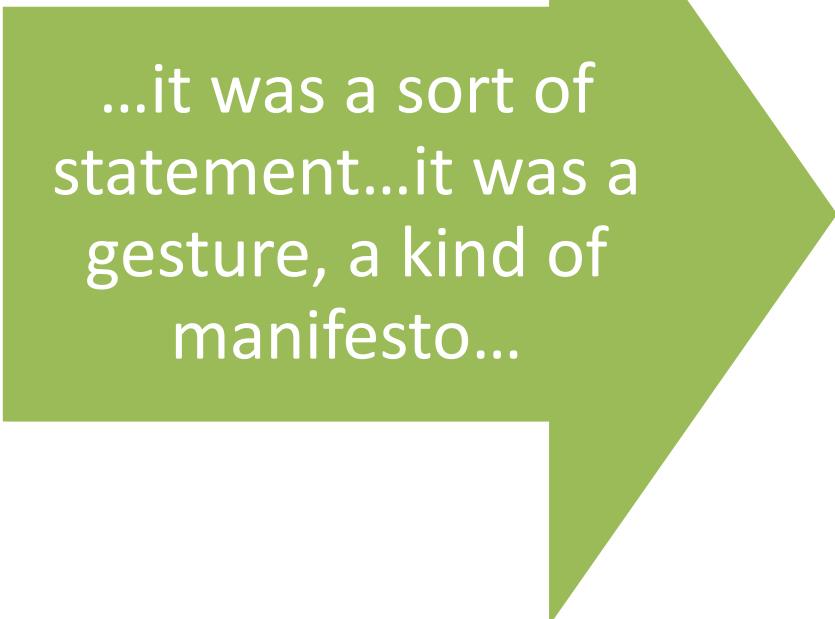
How/to what extent did the team succeed in conveying this?

Think Tank

How could we visualize your findings?



Manifesto or vandalism?



...it was a sort of statement...it was a gesture, a kind of manifesto...



...it was pornography...a person's dick can be no manifesto...

In the living room: Analysis

Character Relationship Map

Adam

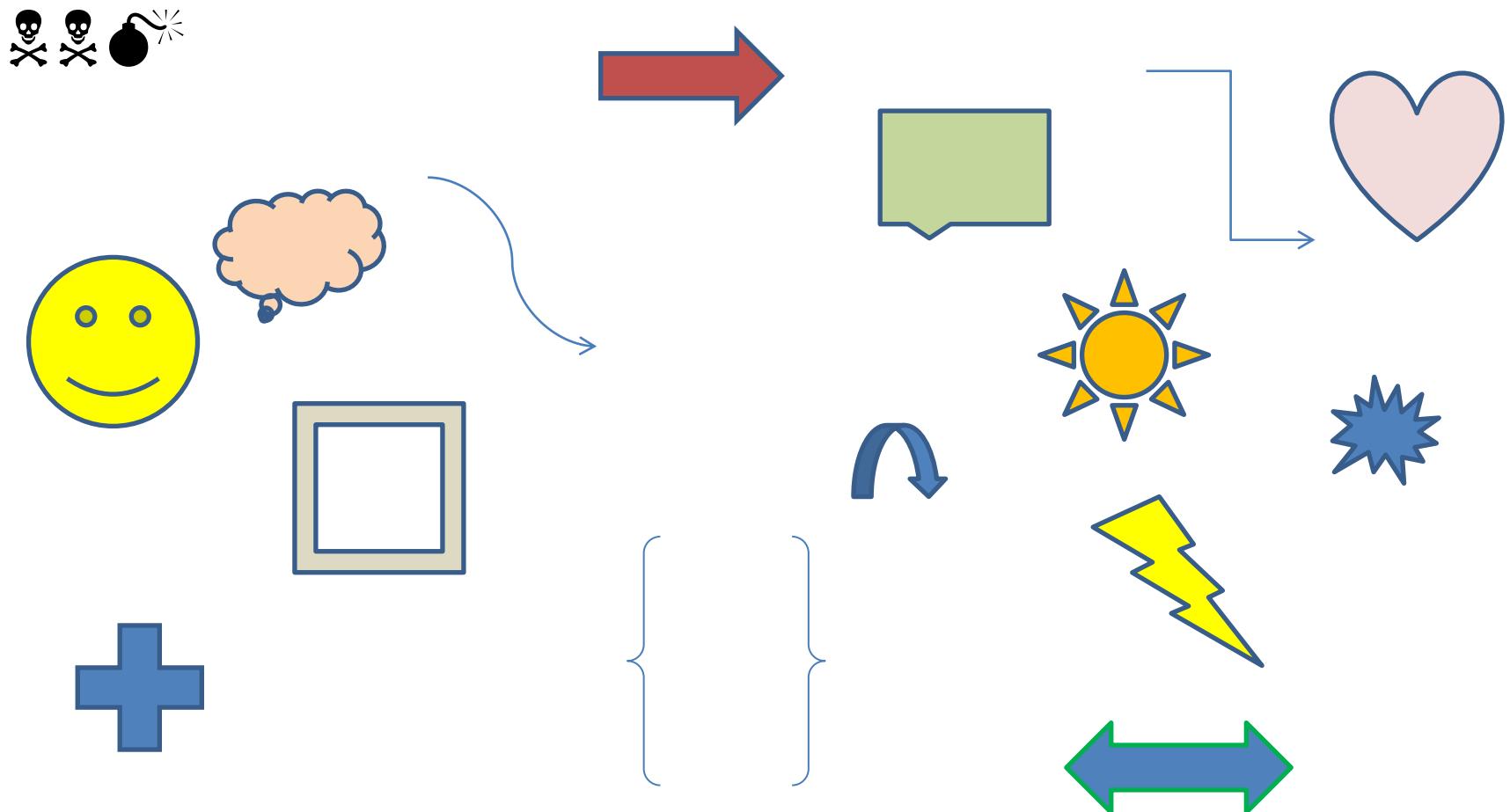
Evelyn

Phillip

Jenny

Visualize the character constellations in this scene in a character relationship map using symbols, quotes and descriptions.

Visualizing



Reading Portion 2: A Bedroom

Writing as prediction / Comments in the margin

Material:

'A bedroom' on a handout with plenty of space around it.

Task:

1. Before reading, write down in detail what will happen next
2. While reading, write your reactions in the margin.
You will not have to discuss your reactions.
Feel free to write whatever you want.

Analysis 3 - Einzelstunde

A bedroom

Übersicht

1. What are your favourite lines?

Comprehension

2. Character Posters

Character Analysis, Visualisierung

Creating character posters

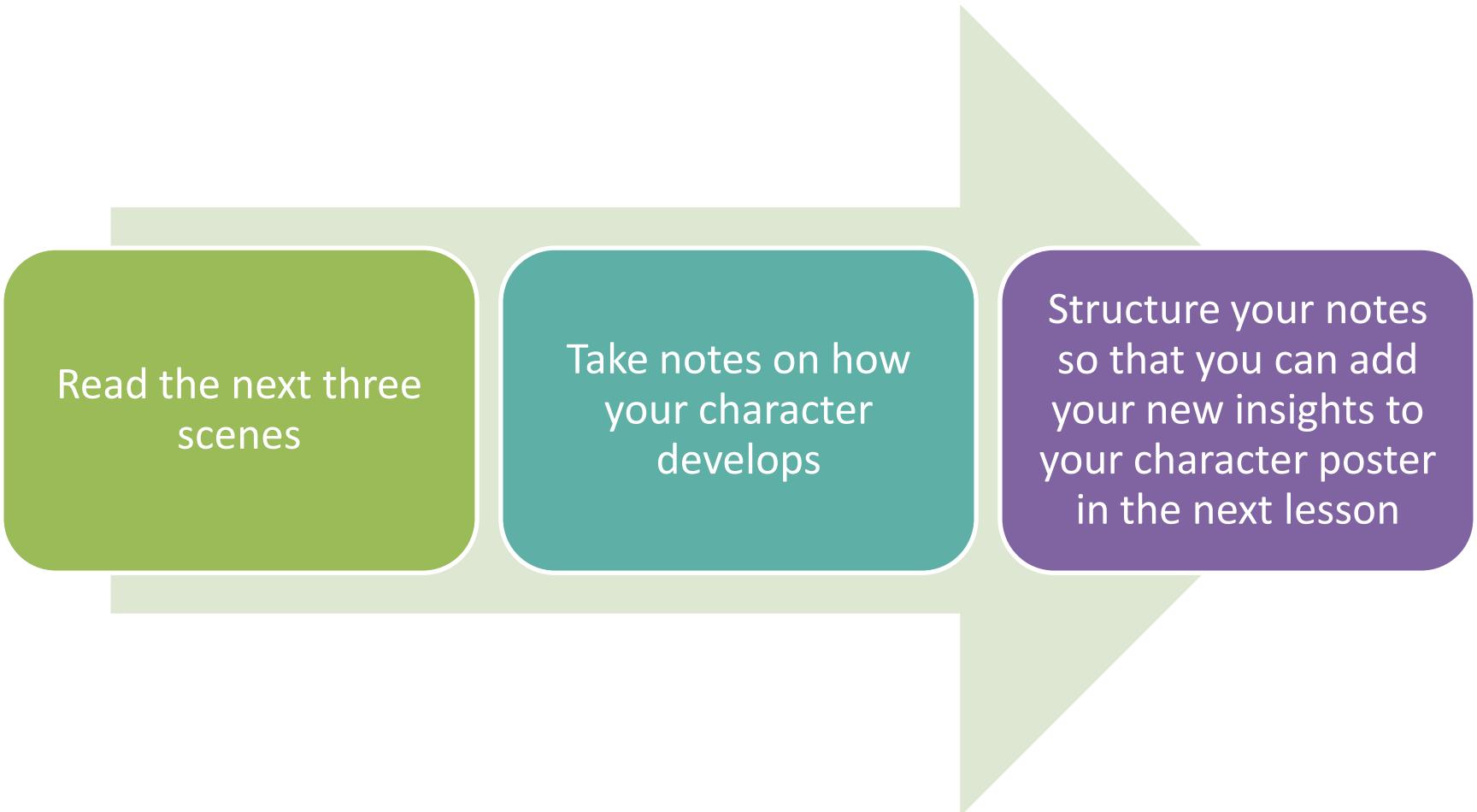
1. Collect everything you can learn about your character:
*appearance, actions, personality,
(perceived) thoughts/feelings/likes/dislikes/
dreams/regrets/fears, back story
(what do we learn about the character's past?)*
2. Match your findings to body parts,
e.g. feelings – heart,
thoughts – head,
inside the body: the character's own feelings etc.;
outside the body: comments made by other characters

Character posters

1. Compare your character posters (all Adams, all Evelyns.....).
2. Describe similarities and differences.
3. Add to your poster if you gained any new insights and think they might improve your own findings.
4. Present one poster of your choice and inform the class about aspects you (dis)agreed on.

Reading Portion 3

A park – A doctor's lounge – A lawn



Read the next three scenes

Take notes on how
your character
develops

Structure your notes
so that you can add
your new insights to
your character poster
in the next lesson

Analysis 4 - Doppelstunde

A park – A doctor's lounge – A lawn

Übersicht

1. Comprehension –

Matching words/phrases with scenes

2. Character Posters Revisited

3. Adam's transformation

Gallery Walk – Visualization – Presentation
(Feedback)

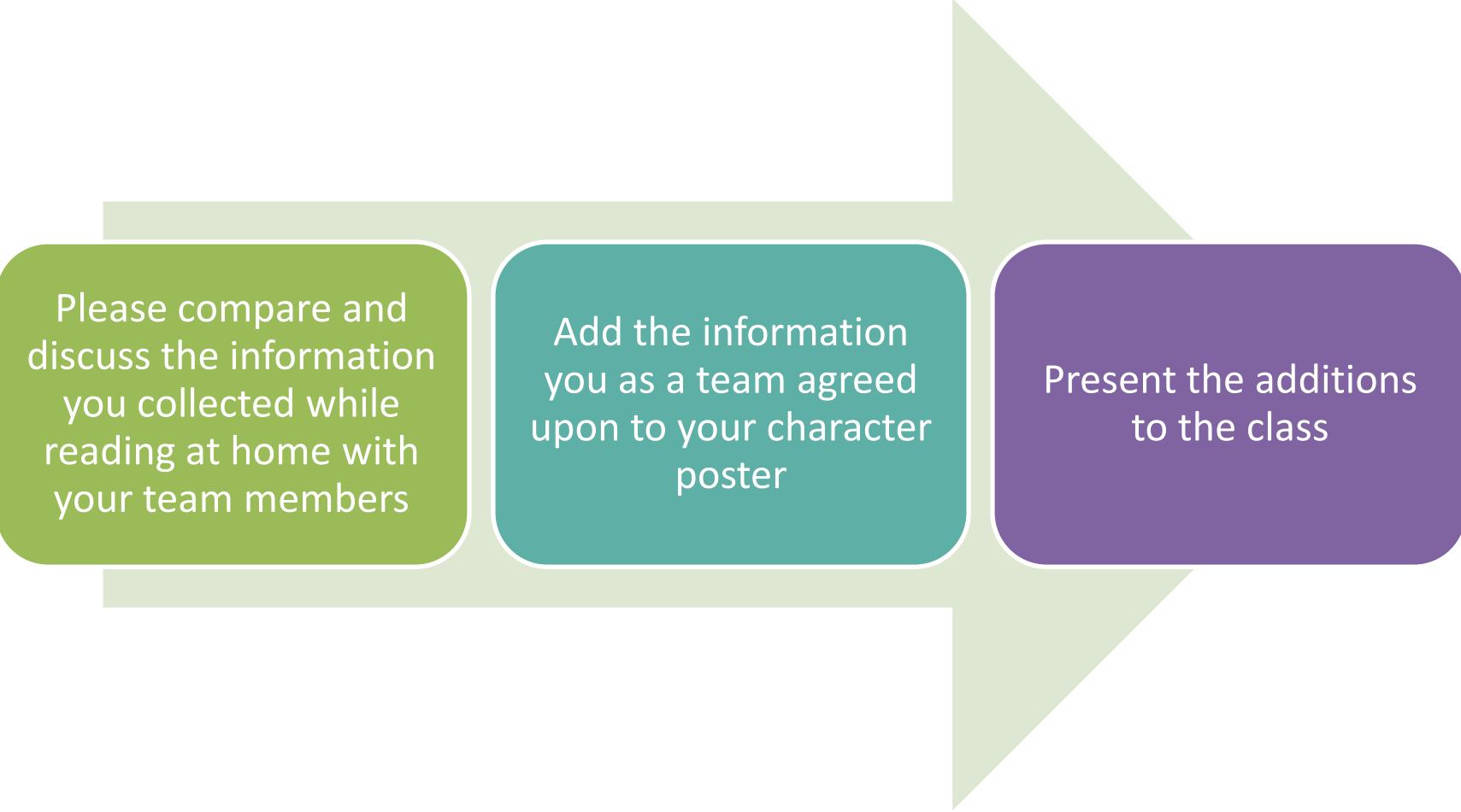
Comprehension

Match the words/phrases with the scenes

A park	A doctor's lounge	A lawn
Phillip - Evelyn – Jenny contacts - E.A.T. - cosmetic, not corrective - somebody being ‘lovely’ - a wall between two people - ‘yachtsman’ - somebody being ‘sweet’ - a missing jacket - a battered wife - a sadist - tripping - the Messiah - burying something in the woods - a totally hot guy - a lie - somebody not in control for the first time - not in the inner circle any more - a kiss on the cheek - a marriage idea which turns ‘freaky’ - the truth - a very straightforward person - one of those peoples - a ‘metamorphosis’ - a real kiss - the ‘Jewish slope’ - somebody being ‘pretty amazing’ - Frankenstein’s monster - the ‘new you’ - an old longing - nails - sitting on a bench - a last meal - a big word - a tattoo - somebody checking the bathroom.....		

Character Posters Revisited

after having read A park – A doctor's lounge – A lawn



Please compare and discuss the information you collected while reading at home with your team members

Add the information you as a team agreed upon to your character poster

Present the additions to the class

Let's focus on Adam

Adam's transformation

How does Adam develop?

How?

- Characters grow and develop along with the plot.
- Sometimes their identities are fluid
- Sometimes they are *people* about whom we care

Why does Adam change?
What motivates him?

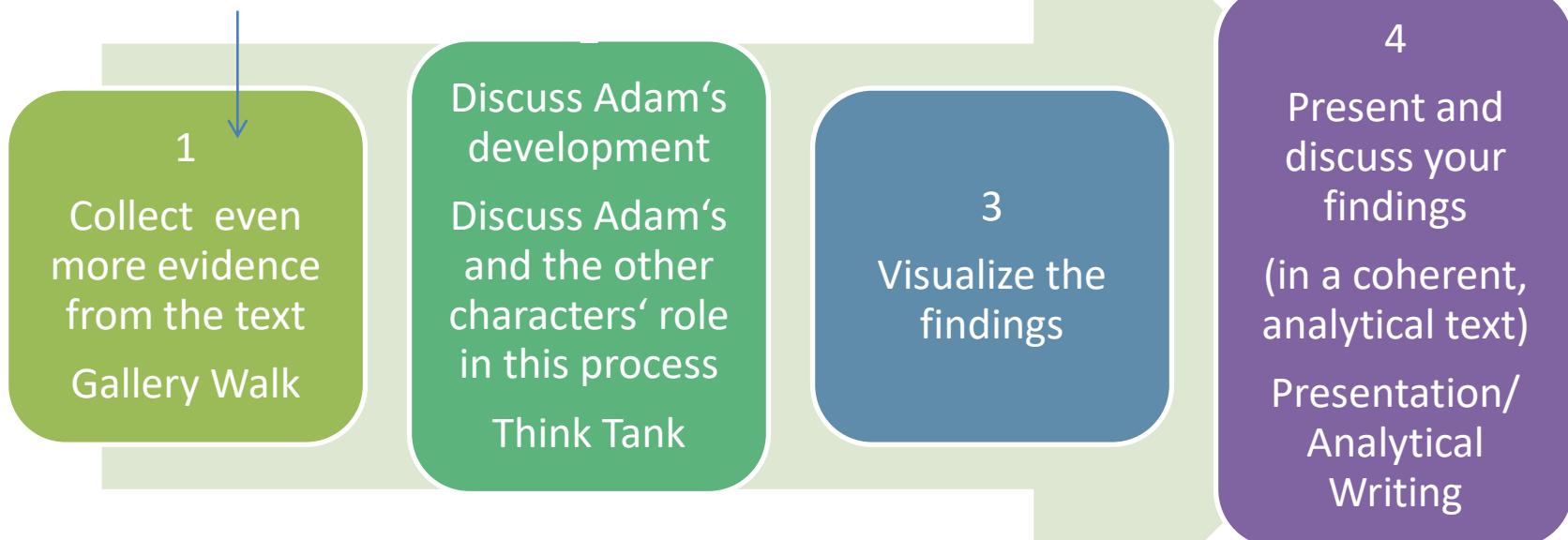
Why?

- As causality creates drama, we want to know why.
- What motivates a character's development?

Adam's transformation

What needs to be done?

On the basis of the
Adam character posters



Gallery Walk

Either..... ...in case you want to move around and work with a limited number of quotes

With a partner or in small teams, walk around the room and read the different texts.

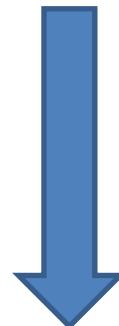
Match the texts to the scenes.

Which ones go with 'A museum', which ones with 'A lawn' etc.

Try to find more quotes in the text

Or.... ...in case you want to deal with a large number of quotes

Do the same with the snippets



- A museum
- A restaurant lobby
- A living room
- A bedroom
- A park
- A doctor's lounge
- A lawn

Think Tank

Please visualize your findings

Round characters develop.
Describe Adam's development.

Plot needs 'causality'.
Analyze why this is happening to Adam.

Assess the other characters' roles in this process.
Assess Adam's role in this process.

Structuring – Visualization 1

Clusters

- links between ideas/concepts, characters

flowchart

- sequence of events; choices; processes

line chart

- development over time

Structuring – Visualization 2

tree diagram

- relationships between concepts/ideas, characters
- umbrella terms

fishbone diagram

- cause and effect

Venn diagram

- similarities and differences
- comparing options

Structuring – Visualization 3

The road of life

Characters' lives as roads.

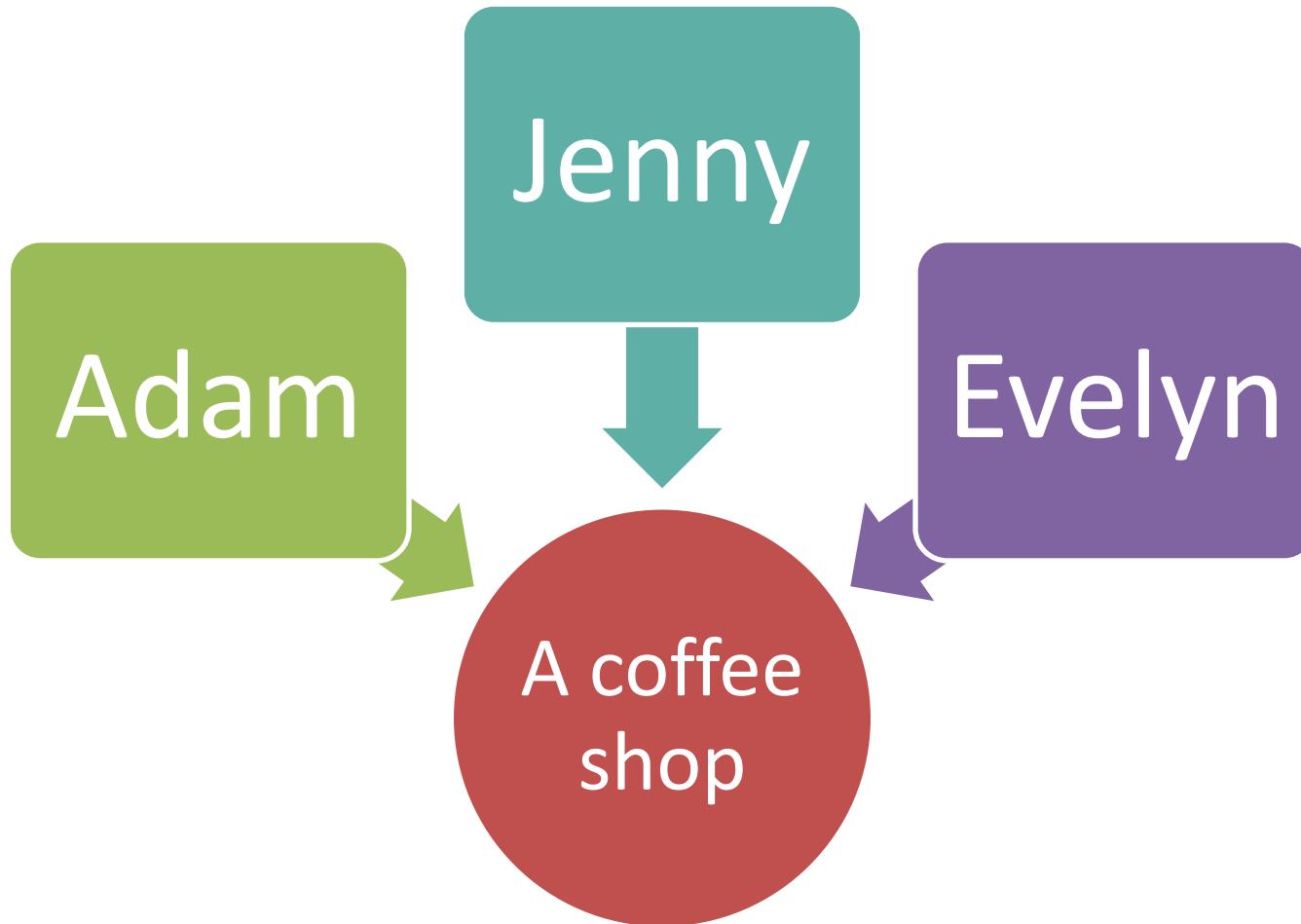
Imagine the kind of road Adam is taking: direct, uncomplicated, wide, narrow, highway, alley, lane street, way avenue, cul-de-sac, dead end.....

The tree of life

Characters' lives as trees.

Which tree is Adam? What are his roots ? How thick is the trunk?
How numerous are the branches?
When/why/how does he develop new branches? How can you label them?

Reading Portion 4
Read ‘A coffee shop’
and prepare reading out one role aloud



Analysis 5 - Einzelstunde

A coffee shop

Übersicht

- 1. Präsentation einzelner excerpts aus A coffee shop
dramatic reading/comprehension**
- 2. Key themes
Think tank**

Dramatic Reading

What do the words say? What do they mean?
Why do the characters saying what they say?
What does each one want/think/feel?

In teams of three choose
an excerpt from *A coffee
shop* which you would
like to read out to the
class because you find it
interesting

Prepare and practise
dramatic reading
Present

Tell the class why you
have chosen this extract.
In which way is it
important for analyzing
our drama?

roughly 10-15 lines

Key Themes / Think Tank

Task:

1. Find out how some of these key themes occur in the scene 'A coffee shop'.
2. Are there any other themes you can detect?

betrayal and
forgiveness

deception
and honesty

jealousy
and trust

transformation
and resistance

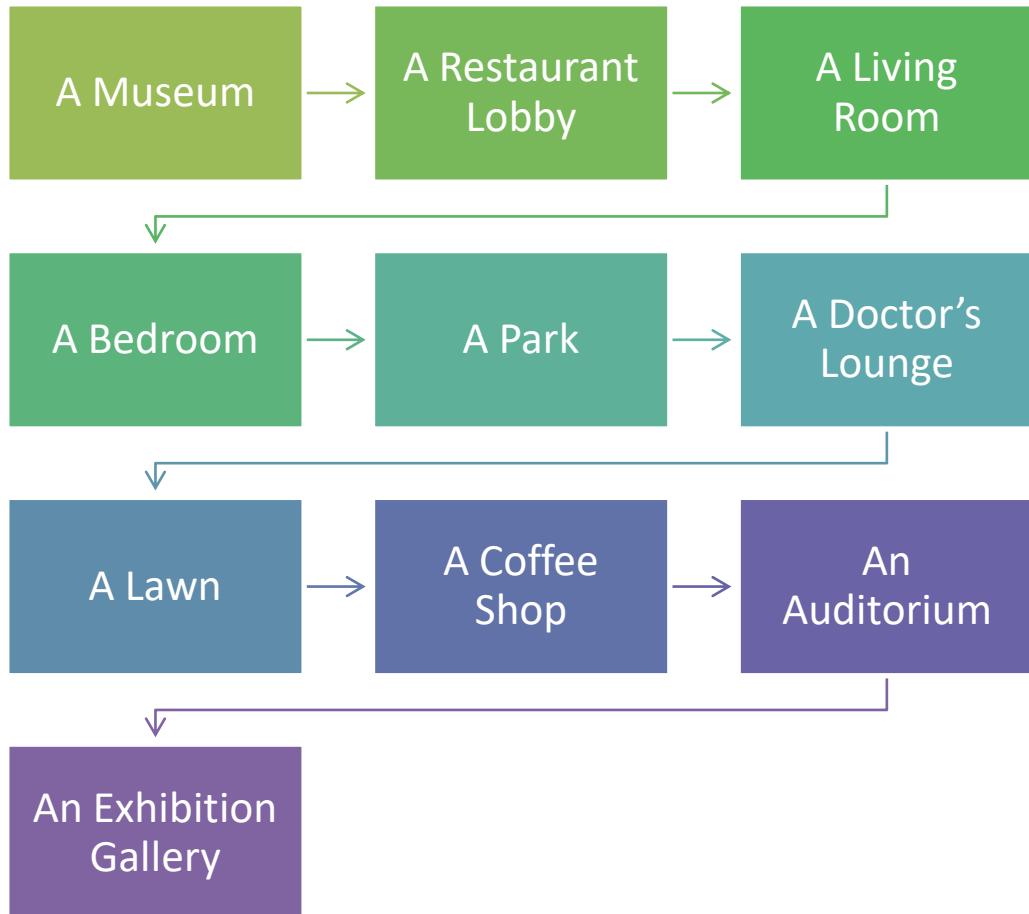
authenticity
and
manipulation

Analysis 6 - Doppelstunde

An auditorium – An exhibition gallery
Übersicht

1. Textrezeption über das Medium Film
Fist reactions
2. Comprehension/(Analysis)
3. Persönliche Stellungnahme
4. Ethics Committee
Analysis/Interpretation/Presentation

Film Version



THE SHAPE OF THINGS

Director: Neil LaBute

Cast: Paul Rudd,
Rachel Weisz,
Gretchen Mol,
Fred Weller

Studio: Focus

First Date: 2003

Let's clarify what is happening

What do we learn about.....

...Adam and
Phillip?

Phillip and Jenny

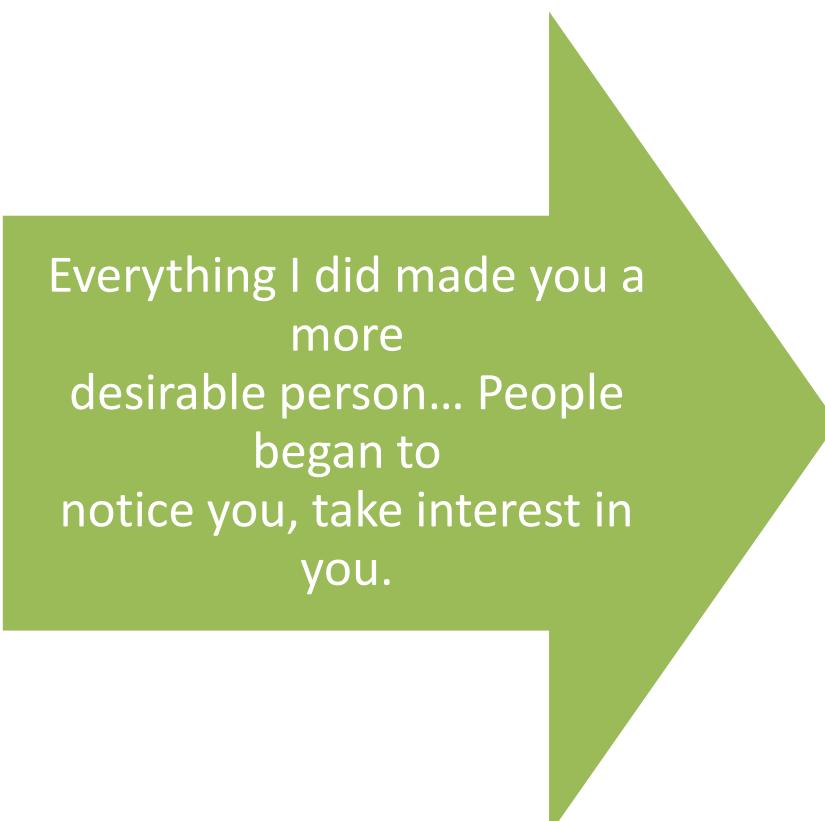
...Adam and Jenny?

Evelyn's thesis?

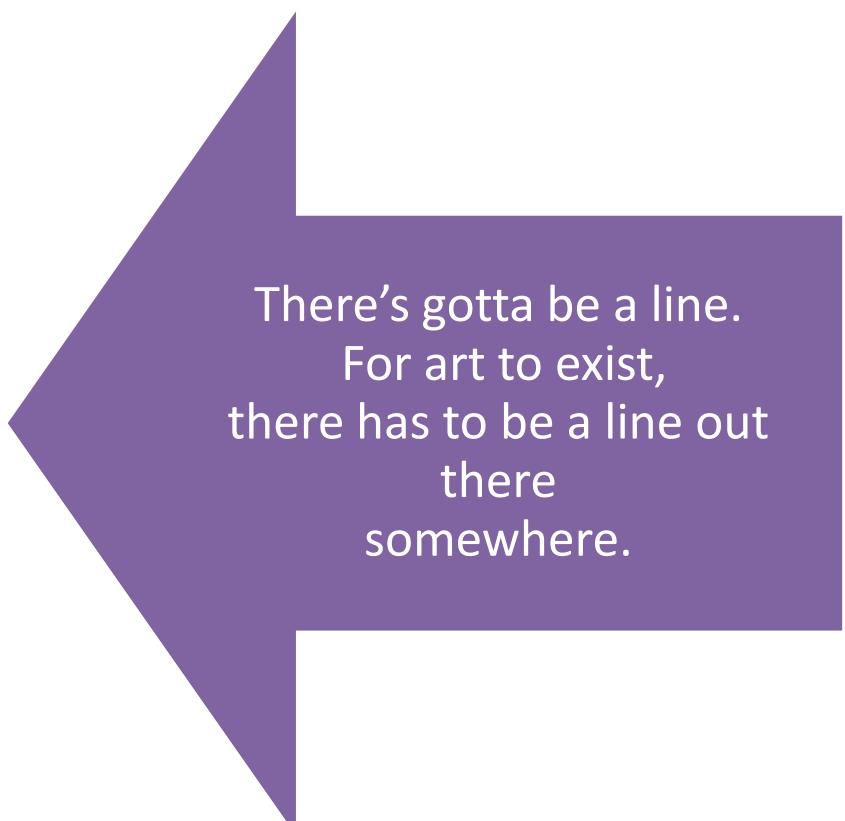
...Evelyn's
motivation for and
justification of her
thesis?

...Adam's reaction?

How do you think/feel about what Evelyn did?



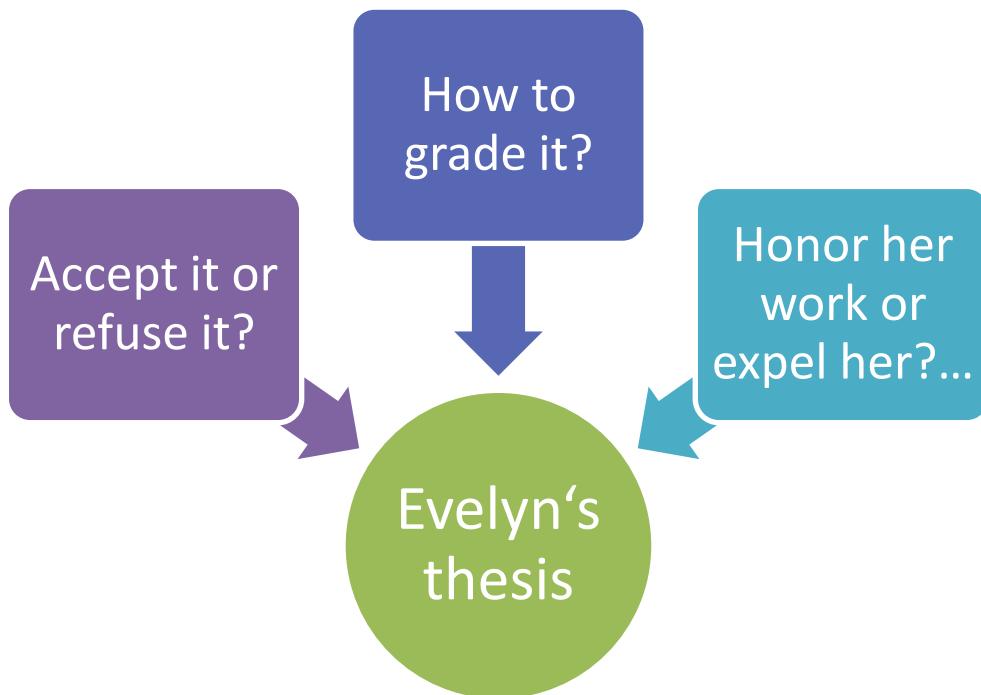
Everything I did made you a more desirable person... People began to notice you, take interest in you.



There's gotta be a line. For art to exist, there has to be a line out there somewhere.

College Ethics Committee

Analysis/Interpretation



For a hearing prepare either Evelyn's or Adam's statement

1. Collect arguments from the text, arrange them
2. While staying 'true' to your character, you may elaborate on the arguments found in the text. Add feelings and, especially in Adam's case, consequences for Adam's life
3. Write an outline of your speech

College Ethics Committee Presentation

