



Performance: Introductory Performances 1 and 2

August 28 and 30

Purpose: To begin as you are.
To meet each other more fully.
To step into performance shaped by history, identity, and framing.

Grading Criteria:

- Did you have a well thought out, performed **gesture**? (20 p.)
- Did you tell a **thoughtful** and **embodied story of performance**? (50 p.)
- Did you **introduce** yourself? (10 p.)
- Did your performance last between **2-4** minutes? (10 p.)
- Did you **begin** and **complete** your performance? (10 p.)

- 1) **Introduce** yourself with: name, major, hometown, what you most hope to learn in the class.(Enter with a clear sense of why you stand in front of us).
- 2) Choose one **gesture** you use on a regular basis, as “you” (double checking your keys in your pocket, stretching before a big event, a particular way you run for a bus). Perform this gesture **twice** (a minimum of 2 times) during your piece. This gesture will have a complete **beginning, middle, end**. Share any context you wish to about your gesture (so we know what it is).
- 3) Be prepared to tell a story about a **significant moment of performance in your life**. What constituted this moment of performance for you? Is it from a staged or public experience of yours, or a particularly heightened experience of everyday performance? Be you. Intensely. The story will take **1 1/2 to 3 minutes** to tell, reflecting mindful practice (don't tell something without rehearsal / off the top of your head -- prepare well and success is yours). **Use your body in the space** - whatever comes to you naturally. This can be big or small movement on your body, and as “mapped” in the space, it can take up the whole room, or an intimate corner. (Be delightfully clear with your physical choices, which should show up several times, around 3 or 4, to guide you while sharing).
- 4) **Begin and complete** your performance. Just the way you included particular choices for the beginning, middle, and end of your physical gesture, shape your entrance and exit with clarity. Respecting and sensing the purpose that has motivated your story, clearly signal your audience with your eyes/body. Remember to take a pause or breath on either end of your story, sensing when you should begin and when your ending has resonated.

Other:

- Your gesture and story are welcome, but not required to relate.
- Treat your audience with respect and care, in whatever way you acknowledge or include them.
- You are always welcome to bring in layers to add to the classroom landscape: props or music, use of the space itself or your relationship to found objects or other audience members within it.
- Be aware by remembering to take in your surroundings before, during, and after your story. Take your time during this performance -- do right by enjoying the time and space you deserve.