

English 9
Antigone(s)
Culminating project

Group 1 (14–17)

Pia
Olivia
Sofi

Group 2 (10–middle of 12)

Becca
Madison
Clemmie

Group 3 (29–top of 32)

Katie
Angie
Tammie

Group 4 (6–9)

Nora
Anna
Arianna

Group 5 (47–end)

Bella
Daniela
Ava

Group 6 (17–20)

Amanda
Anjola
Vicky

Group 7 (27–30)

Sophia
Lily

Choose a scene or excerpt of a scene (continuous; no jumping around) to act out. Your scene will be evaluated on:

- clear expression of the scene's purpose within its context
- clear expression of the ideas of the speeches
- use of basic techniques of stagecraft (use of level, space, furniture groupings, etc., as discussed in class)
- vocal variability
- basic blocking and movement to support ideas

We will discuss all of these principles in class.

The scene should feature about 3 pages of dialogue. If practical, everyone should act, but labor of different kinds should allow for the result to be more or less equal. Tasks include directing, simple costume design, acquisition of and management of props, etc.

Each student should spend the workdays avidly on task and there are 3 homework periods (i.e., 90 minutes of out-of-class time) that contribute to this project. Thus, the result should reflect a minimum of 160 minutes + 90 minutes outside of class=250 minutes (4 hours, 10 minutes) of work per student. Consider what is practical to accomplish in the time allotted.

Don't be so ambitious that you make your parents crazy with craft-supply needs, but don't throw it away, either.

Journals

DIRECTIONS: Journals must be presented typed or handwritten neatly in blue or black pen on loose-leaf paper. All written work must be double spaced. I will return your journals to you if they are presented in a problematically sloppy way. ****I won't accept late journals.**** You may show work on paper in class or upload typewritten journals as pdfs to the Jupiter no later than the beginning of class.

Each journal entry should be two-thirds of a page (I calculate for typed, double-spaced work—please adjust for your handwriting).

All journal prompts are meant to be answered specifically, using direct quotations from your scene.

Journal 1 (Due 4/12 at the beginning of class): Understand your scene:

Summarize your scene

Make supported statements about the purpose of your scene

Choose 1–2 important passages to analyze; prefer your own speeches if possible

Compare and contrast with the corresponding scene in Sophocles

In class:

What is the division of tasks in your group? How is everyone able to contribute more or less equally?

Journal 2 (Due 4/13 at the beginning of class; late work can't be accepted):

Answer these questions about movement and vocal choices specifically for your group and your scene:

(Remember that stage directions are from the first production of the play and are not comprehensive of even what happened in that production—you should not be limited by them as you think through your own blocking.)

How can your movement, reading, and pacing support what the text itself is emphasizing?

How should people move on stage; when?

How can you use movement and vocal emphasis to support what you are doing?

How can you use parts of the stage and furniture groupings to create the images you want the audience to see?

Journal 3 (Due 4/26 at the beginning of class; late work can't be accepted): Audience takeaways:

What do you want your audience to see and feel? How do those desires interact with what we know of tragedy?

What more can your scene do to help create the desired effect?

Journal 4 (Due 4/27 at the beginning of class; late work can't be accepted): Final journal:

What's going well in your group? What challenges are there? What's the best way to solve the challenges?

What final thoughts do you have about your scene? What's important that you haven't already said?

Break a leg!