



TEATERCENTRUM[®]





Dear Colleague,

This leaflet is an analytic tool in the form of a set of open questions. The aim of the tool is to highlight some of the artistic choices that make up a stage performance. It is an aid for self reflection on norm and inclusiveness. The ambition is to sharpen our eyes and practice our balance in order to gain access to new opportunities, narratives, bodies and voices on the stage.

Like society in general, the performing arts are characterized by inequality. This assumption made the 2015 annual general meeting of Teatercentrum adopt a policy of diversity, based on the Swedish Discrimination Act, in order to favour conscious and norm-creative activity in all areas. Our ambition is to boost artistic development and challenge homogeneity in the performing arts. But moving from policy to action is difficult and that is why Teatercentrum has designed this analytic tool: To help us see norms and power structures. Which in turn may encourage us to break patterns and habits that exclude people. We call that *norm creativity*.

The analytic tool is a set of questions that can be used for discussion by the production team and the ensemble before, during and after a production process. There is no key nor any correct answers. Also, all questions may not be relevant for everyone. To make this methodology useful, you will have to invest some time and effort, and you need to add questions of your own. The questions proposed will not do the entire work for us.

This tool is *one* way of working with diversity on a daily basis. We hope it will inspire you and your colleagues to reflect together on what is expected and what is surprising.

/The Board of Teatercentrum



This analytic tool has been designed within a Teatercentrum project named Friktionskraft (Friction Force) – professional development for increased diversity in the performing arts, realized during 2017–2018 with support from the Swedish Postcode Foundation.

FRIKTIONS KRAFT TEATERCENTRUM



EXPECTED OR SURPRISING

Artistic Team/Ensemble

Contents

Creators

Script or other material

Roles

Performance

Audience



CREATORS

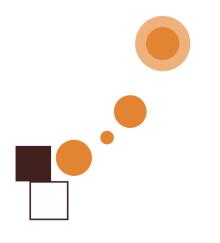


Who are the creators?

(Script, direction, choreography, set, music, costume, mask, light, sound etc.)

In what way are members of the production team similar or different?

(Try to identify as many similarities and differences as possible.)



SCRIPT OR OTHER MATERIAL

How was the script or other material chosen? Does the performance originate from a written script, a literary work or other material? How does this performance relate to your earlier productions?

When and where is the plot enacted?

(Geography, period etc)

Does the script/material employ different languages, dialects and/ or levels of style?

What impact does that have on:

- ... the narrative?
- ... understanding the characters?
- ... the proposed target audience?

What roles are there in the script?

Who is the lead role? Which roles push the story forward? What characteristics are written into the roles? (*Consider sexual identity, disability, ethnicity, sexuality, age, class etc.*)



Who are the performers in the production?

In what way are these performers similar to or different from each other?

Who has been assigned which role?

How were the roles assigned (Several alternatives may be combined.)
... audition?
... recommendation?
... permanent ensemble?
... other (Life experience, appearance, age etc.)

Which performers get the most time on stage during the performance?

PERFORMANCE

Whose perspective does the audience follow? Is there a narrator?

How do the different actors use the stage? (Space, posture, set, props etc.)

How do the different actors use their voices?
 (Volume, pausing, vocal pitch, dialect, accent etc.)
 How does that affect:

- ... the story?
- ... understanding the characters?
- ... other?



What role...

- ... makes decisions?
- ... takes initiatives?
- ... falls in love?
- ... breaks the law?
- ... is passive?
- ... makes a sacrifice?

... PERFORMANCE

... learns something new?

... (to be completed with actions relevant for the show)

How do various parts show feelings like grief, anger, desire, love etc.?

• **By what means are gender and sexual identity portrayed?** (Costume, mask, body language, beards, hairstyle, language etc.)

Which part is presented as...

- ... attractive?
- ... complex?
- ... responsible?
- ... funny/boring?
- ... abnormal?
- ... goodhearted/wicked?
- ... stupid?
- ... normal?
- ... (to be completed with characteristics relevant for the show)

How are status and power portrayed on stage?

... PERFORMANCE

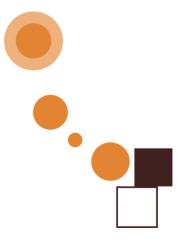
What characters are allowed to be complex?

Is sexuality portrayed – if so, how?

How are the roles in the play emphasized through music, sound and light?

How does that affect:

- ... the story?
- ... understanding the characters?
- ... other?



AUDIENCE

- What is the immediate impression the audience get when they reach the venue?
- How is the audience invited into the performance?
- Is the audience expected to observe the performance or to interact with it – how is that agreed upon?
- Is the audience expected to sit, stand or move around during the show?
 - **Does the performance presume that the audience can...** ... understand a specific language?
 - ... see?
 - ... hear?
 - ... stay quiet?
 - ... other (to be completed with things relevant for the performance)

Does the performance contain references that the audience/target group are expected to understand?

... AUDIENCE

- Are there several characters in the performance that the audience may identify with?
- When and how does the performance end?

 What happens after the performance?
 (Will there be a dialogue/discussion, any pedagogical material, a workshop, other?)



an analytic tool about norms, inclusiveness and artistic choices in the performing arts

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