

## End of the Semester Interview Questions

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**Learning Goal:** We will demonstrate our overall understanding of the creative process by applying our learning to answering a series of interview questions.

**Success Criteria:** By the end the interview, I will be able to:

- articulate my understanding of performance and rehearsal conventions, using specific examples to speak to my experience;
  - demonstrate an understanding of a specific techniques (plot structure, character development, trends in live performance) and use the language learned in the course to articulate my critical thinking;
  - provide a balanced answer that merges my insight with a minimum of two detailed examples;
  - be clear in my communication, speaking in full sentences and organizing my points so they build on one another;
  - demonstrate active listening by responding to follow-up questions from the interviewer.
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Interview time and date:

How many interview questions will the students have to prepare/answer:

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Interview Questions:

- What role did feedback play in your development as an artist this year? How did you filter and incorporate the descriptive feedback you received during the creative process to revise and refine your work?
- Name three specific challenges that you encountered over the course of the semester. Do not limit yourself to dramatic challenges (changes could be in the field of acting skills or time management/teamwork). Did you overcome the challenges? What did you learn about yourself when you worked through EACH challenge?
- Explain the following statement, using examples from your experience in class to elaborate your answer: collaboration and active listening are the keys to success in the arts classroom.
- What was your biggest accomplishment of the year? Describe this accomplishment. How does this accomplishment contribute to your overall artist voice?

- How did working with movement and non-verbal drama help you understand how to be an effective performer on stage?
- What are your artistic and academic goals for next year's arts course? What supports, resources and experiences are you hoping to have both on stage and in rehearsal?
- You have been nominated to design a project that includes all arts disciplines. Describe the details of that project, including timelines and learning opportunities for all members for students in our school.
- Congratulations for completing this arts course. What advice do you have for next year's students?
- Reflecting on your classroom experience, pitch a play that would be challenging yet inspiring for our class. When pitching your play, focus on the following: message and meaning, logistics and audience development.
- Perform an extension monologue from the perspective of any character in the course. Use setting, language, and physicalization to demonstrate the purpose behind the character's speech. Fully explore your character arch by constructing a monologue that fits the time limits of the exam. Hint: as an actor, use physicalization and non-verbal acting to explore your character's situation.
- The department has just received an TWENTY THOUSAND (20 000) dollar grant to re-mount *any scene/production from this year*. Redesign the technical elements of the show using the new budget figure. Where would the money be spent? Provide a sample budget with numbers. Justify your technical decisions by using elements of the play to explain your technical choices.
- You are responsible for leading a team of arts students from various disciplines to design a YouTube/Social Media campaign that broadcasts why all students should take an arts course. Using examples from your experience in the course, design an interactive and engaging online experience that uses three key learnings to demonstrate the benefits of arts education.
- The department has received a grant to design a *Business of Performance* full day professional development session for our local Drama and Dance teachers. The workshop aims to teach the fundamental skills of arts administration to teachers. What would the agenda look like for this workshop? Design the workshop, learning goals, success criteria, and activities that would teach teachers and benefit students. NOTE: your audience knows **nothing** about this topic.
- Every scene is a chase scene. Explain, using examples from the your last production, how this statement not only applies to the following: your artistic contributions in class, to

your incorporation of feedback for learning in your rehearsal process, and your role as a student in the class.

- Oscar Wilde once said that “the secret to life is in art.” What life secrets were embedded in your production and performance experience? How did this experience challenge and/or confirm your opinions/experiences about the creative process.
- How did the rehearsal process of this semester’s projects influence your understanding of the creative process? What were your three most important contributions to the class and how did those contributions add to the the class’ overall success?
- If you could jump in your time machine and go back to the beginning of the semester, what elements would you change about your interactions with your fellow company members in the class. If you could do three things differently, what would those things be and why?

	<b>Level R 50% and Below</b>	<b>Level 1 50-59%</b>	<b>Level 2 60-69%</b>	<b>Level 3 70-79%</b>	<b>Level 4 80-100%</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- knowledge of facts and terms</li> <li>- understanding of concepts, elements, principles and theories</li> </ul> <p>/10</p>	Demonstrates insufficient understanding of content.	<ul style="list-style-type: none"> <li>- provides a few relevant, specific facts about the subject</li> <li>- demonstrates limited understanding of concepts, elements, principles and theories</li> </ul>	<ul style="list-style-type: none"> <li>- provides some relevant, specific facts about the subject</li> <li>- demonstrates some understanding of concepts, elements, principles and theories</li> </ul>	<ul style="list-style-type: none"> <li>- facts are not only relevant, but are summarized in a concise matter</li> <li>- demonstrates considerable understanding of concepts, elements, principles and theories</li> </ul>	<ul style="list-style-type: none"> <li>- summarizes facts in a concise, original matter</li> <li>- demonstrates thorough and insightful understanding of concepts, elements, principles and theories</li> </ul>
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- critical analysis of aesthetic components</li> <li>- creative thinking skills</li> </ul> <p>/10</p>	Does not demonstrate the use of critical thinking skills.	<ul style="list-style-type: none"> <li>- answers display limited to no engagement in critical observations, exploration of major ideas and subject matter</li> <li>- uses critical analysis with limited clarity and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- answers track some degree of reasoning that may be irrelevant/unfocused in terms of observations and ideas regarding subject matter</li> <li>- uses critical analysis with some clarity and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- answers use solid logic to analyze and evaluate observations</li> <li>- incorporates some well-chosen, relevant evidence</li> <li>- uses critical analysis with considerable clarity and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- answers are elaborated upon in a strong or insightful fashion, demonstrating a critical, perceptive thought process</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- communication and expression of ideas and information for different audiences and purposes</li> <li>- use of artistic language and symbols</li> </ul> <p>/10</p>	Expression and organization of ideas is ineffective. Student is unable to communicate dramatic arts terminology.	<ul style="list-style-type: none"> <li>- communicates and expresses ideas and information for different audiences and purposes with limited clarity</li> <li>- demonstrates limited command of dramatic arts terminology</li> </ul>	<ul style="list-style-type: none"> <li>- communicates and expresses ideas and information for different audiences and purposes with some clarity</li> <li>- demonstrates moderate command of dramatic arts terminology</li> </ul>	<ul style="list-style-type: none"> <li>- communicates and expresses ideas and information for different audiences and purposes with considerable clarity</li> <li>- demonstrates considerable command of dramatic arts terminology</li> </ul>	<ul style="list-style-type: none"> <li>- communicates and expresses ideas and information for different audiences and purposes with a high degree of clarity</li> <li>- demonstrates extensive command of dramatic arts terminology</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>- application of knowledge and skills in familiar and new contexts</li> <li>- application of the creative process</li> </ul> <p>/10</p>	Connections are unclear or indiscernible. Unable to apply the creative process.	<ul style="list-style-type: none"> <li>- makes limited to no connections between self and world (or other applicable context)</li> <li>- applies the creative process with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- makes some connections between self and world (or other applicable context)</li> <li>- applies the creative process with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- makes solid connections between self and world (or other applicable context)</li> <li>- applies the creative process with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- makes strong to insightful connections between self and world (or applicable context)</li> <li>- applies the creative process with high degree of effectiveness</li> </ul>