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Innovations in Acting Pedagogy: Exploring Chorale Acting in the Experimental Production *Scoops of Situationship: Lamentations from Za Oda Room*

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Abstract

*This article investigates the application of innovative acting techniques in the experimental production *Scoops of Situationship: Lamentations from Za Oda Room*, staged by acting students of the University of Port Harcourt. The play highlights societal issues surrounding sexual dissatisfaction, including erectile dysfunction, low libido, and the psychological toll of unfulfilled expectations, while cautioning against unhealthy practices such as reliance on sexual enhancers and the resulting health risks. The pedagogical challenge of accommodating a cast of 100 students in a play designed for 30 roles necessitated the adoption of chorale acting. In this method, multiple actors synchronize their performances to portray the same character. This study critically examines the theoretical underpinnings of this method, conceptual approaches, and the challenges encountered in the production process. It also explores the broader implications of chorale acting for actor training and theatrical innovation. The article concludes with recommendations for acting teachers and institutions to incorporate experimental methodologies into their curricula to foster creativity and adaptability in young actors.*

Keywords: *Chorale Acting, Experimental Theatre, Actor Training, Pedagogical Challenges, Theatrical Innovation*

Introduction

Theatre has long served as a mirror to society, reflecting its triumphs, challenges, and contradictions. Experimental productions, in particular, push conventional theatre's boundaries, exploring new storytelling methods and actor training. *Scoops of Situationship: Lamentations from Za Oda Room* is an experimental play. Conceived and directed by an acting teacher in the

Department of Theatre and Film Studies, University of Port Harcourt, the play addresses sexual dissatisfaction and its attendant social and health consequences. By exploring themes such as reliance on sexual enhancers, multiple sexual partnerships, and the psychological and physiological toll of unmet expectations, the play aims to provoke critical discourse and offer practical advice

for resolving these issues through open communication and professional guidance.

The production was also an exercise in innovation. With a cast of approximately 100 acting students assigned roles initially designed for 30, the director adopted chorale acting to ensure all participants were actively engaged. This technique required groups of three actors to simultaneously portray the same character, synchronizing their movements, gestures, and dialogue to create a unified performance. While this approach introduced significant logistical and artistic challenges, it also offered a unique opportunity for students to develop their collaborative and technical skills.

This article examines the production's conceptualization, execution, and reception. It situates chorale acting within established theatrical theories and pedagogical practices, highlighting its potential as a tool for addressing the challenges of large-cast productions. The study also critiques this method's limitations and offers recommendations for its refinement and integration into acting curricula.

Theoretical Framework

This study's theoretical foundation is anchored in three significant dramatic theory and practice areas: Stanislavski's System and Ensemble Acting, Bertolt Brecht's Epic Theatre and the Alienation Effect, and Richard Schechner's Experimental Theatre and Pedagogical Innovation.

Stanislavski's System and Ensemble Acting

Konstantin Stanislavski's system is foundational in understanding the dynamics of ensemble acting, where the collaborative efforts of actors are critical to creating a unified performance. Stanislavski argued that the art of acting relies on "communication between performers" and a "shared understanding of the dramatic truth" (Stanislavski, 1936). This emphasis on interconnectedness resonates deeply with the technique of chorale acting, where multiple actors collectively embody a single character.

In chorale acting, the synchronization of physicality, vocal delivery, and emotional expression is paramount. This parallels Stanislavski's emphasis on **units and objectives**, where each performer must clearly define their character's goals, intentions, and actions within a scene (Stanislavski, 1948). The synchronization required in chorale acting elevates this principle, as the collective portrayal must seamlessly integrate multiple performers' contributions into a singular entity.

Stanislavski's concept of the **ensemble** further highlights the importance of shared focus and interdependence. He believed that the success of any production depends on the performers' ability to act as a cohesive whole rather than as isolated individuals (Merlin, 2007). Chorale acting epitomizes this principle by demanding not only individual technical mastery but also a deep commitment to the collective rhythm and flow of the performance. Through such methods, actors achieve what Stanislavski described as a "complete artistic image," where the unity of the ensemble enhances the audience's experience of the narrative.

Bertolt Brecht's Epic Theatre and the Alienation Effect

Bertolt Brecht's theories on epic theatre offer an invaluable framework for understanding the artistic implications of chorale acting. Brecht sought to move beyond the emotional immersion characteristic of Aristotelian drama, advocating for a theatre that engages audiences intellectually. Central to this approach is the **alienation effect** (*Verfremdungseffekt*), which disrupts the

audience's suspension of disbelief and compels them to reflect critically on the themes presented (Brecht, 1964).

In the context of chorale acting, the multiplicity of actors portraying a single character inherently disrupts traditional notions of realism. This technique exposes the constructed nature of theatrical performance, reminding the audience that what they are witnessing is a representation rather than reality. Brecht believed such disruptions would "transform the spectator into a critical observer" (Willett, 1974).

By presenting a single character through multiple performers, chorale acting emphasizes the thematic complexity of the play, particularly its exploration of societal attitudes toward sexual health and satisfaction. The technique aligns with Brecht's use of episodic structures, visible staging elements, and direct addresses to challenge audiences to reflect on the issues presented. For example, the repetition and synchronization of lines in chorale acting create a heightened awareness of the performative act, reinforcing Brecht's call for audiences to "think, question, and act" (Brecht, 1964).

Additionally, Brecht's ideas about the "political responsibility of theatre" resonate with the didactic goals of *Scoops of Situationship*. The play's exploration of health risks, emotional stress, and societal pressures aligns with Brecht's belief that theatre should provoke social critique and inspire change (Mumford, 2009).

Experimental Theatre and Pedagogical Innovation

Richard Schechner's theories on experimental theatre and performance studies provide a compelling lens through which to analyze the pedagogical and artistic dimensions of chorale acting. Schechner emphasized the importance of process over product, arguing that creating performance is as significant as the final presentation (Schechner, 1985). This perspective is particularly relevant in educational settings, where the rehearsal process is a primary site for learning and growth.

Chorale acting exemplifies this process-oriented approach by transforming logistical challenges—such as accommodating a large cast—into creative opportunities. Schechner posited that performance is a "ritualized behavior conditioned by collective action," a description that aligns with the discipline and coordination required in chorale acting (Schechner, 2002).

From a pedagogical perspective, chorale acting fosters essential skills for young actors, including:

- **Discipline and Precision:** Synchronizing movement, speech, and emotion demands meticulous attention to detail.
- **Collaboration and Ensemble Awareness:** Actors must remain attuned to one another, cultivating a sense of interdependence and shared responsibility.
- **Adaptability and Creativity:** The technique encourages performers to think beyond conventional character interpretation, exploring new ways of embodying roles.

Schechner's call to "break conventional boundaries" is particularly relevant in the context of *Scoops of Situationship*, where chorale acting enabled the exploration of themes that resonate with contemporary societal issues (Schechner, 1985). By embracing experimental methodologies, the production demonstrated the potential of theatre to innovate both artistically and pedagogically,

enriching actors' understanding of performance as a collaborative and dynamic art form.

Conceptual Framework

The concept of **Chorale Acting** forms the centrepiece of this study. Defined as a performance method where multiple actors collectively embody a single character, chorale acting emphasizes **uniformity, synchronization, and collaboration** over individual interpretation. This theatrical technique, though innovative, is rooted in a blend of performance traditions and pedagogical goals. It enables performers to collectively articulate a story while addressing practical challenges such as large casts. The use of chorale acting in *Scoops of Situationship: Lamentations from Za Oda Room* underscores its versatility as both an artistic and pedagogical tool.

Key Components of Chorale Acting

Collaborative Performance

At its core, chorale acting prioritizes teamwork and cooperative engagement among actors. Unlike traditional methods, where a single actor takes ownership of a character, chorale acting necessitates a high degree of interdependence. According to Merlin (2007), ensemble performance fosters a sense of unity, where the success of the portrayal depends on collective effort rather than individual brilliance.

This collaborative element in chorale acting extends beyond mere performance. It cultivates a spirit of camaraderie, emphasizing shared responsibility in achieving artistic goals. For acting students, this process serves as a training ground for future professional collaborations, where ensemble work is often essential to the success of a theatrical or film production (Stanislavski, 1936).

Physical and Vocal Precision

Chorale acting demands an exceptional level of precision in physicality and vocal delivery. Actors must align their movements, gestures, and vocal tones to portray a single character seamlessly. This synchronization mirrors the principles of physical theatre, where bodily expression becomes a central storytelling device (Murray & Keefe, 2007). Training for chorale acting thus enhances technical skills, as performers must execute actions with exact timing and consistency. The process aligns with Lecoq's emphasis on physical discipline and "the economy of gesture," which underscores how small, deliberate movements can have a significant theatrical impact (Lecoq, 2000). By mastering these technical elements, actors develop a heightened awareness of their bodies and voices as instruments of expression.

Role Fragmentation

Traditional acting often associates a single actor with a single role, fostering a sense of individual ownership. Chorale acting, however, challenges this convention by dividing a character among multiple performers. This fragmentation deconstructs the notion of character identity, instead presenting it as a shared construct.

According to Carlson (2004), this approach aligns with postmodern perspectives on identity, where the self is viewed as fluid and multifaceted. Chorale acting thus becomes a metaphor for the collective human experience, where individuality is intertwined with community. In the context of *Scoops of Situationship*, this fragmentation highlights the shared struggles and universal themes of human relationships, particularly the societal and emotional pressures surrounding sexual satisfaction.

Collective Storytelling

Chorale acting amplifies a narrative's thematic content by emphasizing its universality. The collective portrayal of characters allows for exploring broader societal issues, as seen in *Scoops of Situationship*. Through the synchronized performance of actors, the play underscores themes such as emotional connection, societal expectations, and the consequences of neglecting open communication and professional guidance in intimate relationships. This approach aligns with Schechner's (1985) concept of "restored behaviour," where performance re-enacts societal patterns. By presenting characters as collective entities, chorale acting invites audiences to reflect on the interconnectedness of human experiences. It transforms the stage into a microcosm of society, reinforcing theatre's educational and transformative power.

Pragmatic Applications in Chorale Acting

In *Scoops of Situationship*, chorale acting was not merely an artistic choice but a pragmatic solution to the logistical challenge of accommodating a large cast of about 100 students. The technique enabled all participants to engage meaningfully in the production without compromising the coherence of the narrative.

This pragmatic aspect aligns with the principles of applied theatre, where the focus often shifts from individual performance to communal engagement (Nicholson, 2005). Chorale acting becomes a tool for inclusivity, ensuring that every actor contributes to the production regardless of experience or skill level. Furthermore, it provides students with valuable training in adaptability as they learn to navigate the complexities of synchronized performance.

Chorale acting, as applied in *Scoops of Situationship*, is a multidimensional technique that combines artistic innovation with pedagogical value. It fosters collaboration, enhances technical skills, challenges conventional notions of character identity, and amplifies collective storytelling. By addressing practical challenges and enriching the educational experience of acting students; chorale acting exemplifies the dynamic interplay between creativity and pragmatism in theatre.

Critical Discourse

The critical discourse of *Scoops of Situationship: Lamentations from Za Oda Room* examines its thematic and societal relevance, emphasizing its nuanced approach to addressing contemporary sexual health challenges and their broader implications. The play is both an artistic exploration and a didactic tool, reflecting on the physical, emotional, and social dimensions of sexual dissatisfaction and its consequences. This section critically analyzes these themes, supported by scholarly sources and insights from relevant literature.



Fig. 1: Publicity Material for The Production of *Scoops of Situationships*

Sexual Dissatisfaction and its Consequences

A central focus of *Scoops of Situationship* is the multifaceted issue of **sexual dissatisfaction**, portrayed as both a personal and societal challenge. The play highlights medical conditions such as **erectile dysfunction, low libido, and vaginal dryness**, which are often stigmatized and overlooked. These issues, as the play suggests, are exacerbated by inadequate communication between partners and societal pressures to conform to unrealistic sexual performance standards.

Sexual dissatisfaction has been extensively studied in medical and psychological literature. According to McCabe et al. (2010), sexual dysfunction is a complex interplay of physical, emotional, and relational factors, often leading to frustration, decreased self-esteem, and relationship strain. The play critiques the reliance on sexual enhancers, presenting them as symptomatic of societal obsession with instant gratification. While such enhancers may provide short-term solutions, they often result in long-term health risks such as **cardiac arrest and stroke**, as noted in studies by Esposito et al. (2015), which emphasize the dangers of unregulated use of such products.

By dramatizing these risks, *Scoops of Situationship* fosters awareness and encourages a shift from quick fixes to sustainable solutions, such as seeking professional medical advice. Furthermore, the play underscores the importance of addressing the emotional and psychological dimensions of sexual dissatisfaction. Emotional stress, identified as a key contributor to sexual dysfunction, aligns with findings by Brotto and Luria (2014), who advocate for holistic interventions that integrate physical, emotional, and relational well-being.

Multiple Sexual Partnerships

The play also critiques the practice of seeking **multiple sexual partners** as a misguided attempt to address dissatisfaction. This behaviour is portrayed as a coping mechanism driven by societal pressures, media portrayals of hypersexuality, and the normalization of infidelity in contemporary culture. However, the narrative highlights the **risks of sexually transmitted infections (STIs)** and the emotional instability that often accompanies such choices.

Studies by Shacham et al. (2016) link multiple sexual partnerships to increased rates of STIs, emotional distress, and social stigmatization, emphasizing the need for preventive education. The play's exploration of this theme resonates with the public health approach to addressing risky sexual behaviours, as outlined by the World Health Organization (WHO, 2020), which emphasizes the role of education and communication in promoting safer sexual practices.

In addition to health risks, the emotional ramifications of multiple sexual partnerships are explored in the play. Characters grapple with feelings of inadequacy, rejection, and betrayal, reflecting the psychological toll of such behaviours. This aligns with Rubin's (2012) analysis of the emotional instability associated with sexual promiscuity, where individuals often face cycles of temporary fulfilment followed by long-term dissatisfaction.

Psychosocial and Environmental Factors

The play also examines the **psychosocial and environmental factors** that contribute to sexual dissatisfaction, such as emotional

stress, societal pressures, and radiation exposure. These elements are portrayed as systemic issues requiring holistic solutions.

Emotional Stress:

Emotional stress is highlighted as a significant contributor to sexual dysfunction, a finding supported by Brotto et al. (2010), who emphasize the connection between mental health and sexual well-being. The play's depiction of characters struggling with work-related stress and familial expectations illustrates how external pressures can infiltrate intimate relationships, leading to disconnection and dissatisfaction.

Societal Pressures:

The societal obsession with sexual performance and perfection is critiqued through the characters' reliance on enhancers and validation from external sources. According to Fahs (2011), such pressures often lead to performance anxiety and diminished satisfaction, perpetuating a cycle of dysfunction. The play challenges these narratives by advocating for authenticity and understanding of mutual relationships.

Radiation Exposure:

An unconventional but thought-provoking aspect of the play is its focus on **radiation exposure** as a contributor to sexual health challenges. Although less frequently discussed in popular discourse, studies by Kesari et al. (2013) link prolonged exposure to electromagnetic radiation with reduced sperm motility and other reproductive health issues. By incorporating this theme, the play raises awareness of environmental factors often overlooked in sexual health discussions.

Advocacy for Open Communication and Professional Guidance

One of the play's most compelling messages is advocating for **open communication between partners** and seeking professional guidance. The characters' struggles illustrate how secrecy and stigma surrounding sexual issues perpetuate dysfunction and dissatisfaction. Research by Byers and Demmons (1999) underscores the importance of sexual communication in fostering intimacy and satisfaction within relationships. The play reflects this principle, showing how transparent dialogue can break down barriers and lead to mutual understanding. Additionally, the narrative promotes the involvement of **qualified therapists and medical professionals**, aligning with recommendations by the American Sexual Health Association (ASHA, 2020), which emphasizes the role of professional support in addressing sexual health challenges.

Artistic Implications and Broader Societal Impact

Beyond its thematic exploration, *Scoops of Situationship* is a platform for social commentary and education. By dramatizing contemporary sexual health issues, the play engages audiences in critical reflection and dialogue. This aligns with the educational role of theatre, as discussed by Boal (1979), who views performance as a tool for social transformation.

The use of **chorale acting** amplifies the play's themes, with collective portrayals underscoring the issues' universality. This approach invites audiences to view sexual health not as an individual concern but as a shared societal responsibility. The play fosters empathy and understanding and contributes to a broader cultural shift toward openness and accountability in intimate relationships.

Through its critical exploration of sexual dissatisfaction, multiple sexual partnerships, and psychosocial factors, *Scoops of Situationship* offers a nuanced reflection on contemporary societal challenges. Its advocacy for open communication, professional guidance, and holistic solutions highlights the transformative potential of theatre as both an artistic and educational medium. The play's integration of thematic depth and innovative performance techniques underscores its relevance and impact, making it a valuable contribution to the discourse on sexual health and relational well-being.

Chorale Acting in Practice

Implementing **chorale acting** in *Scoops of Situationship: Lamentations from Za Oda Room* was both a creative solution and a pedagogical innovation. Its execution showcased the possibilities and challenges of using ensemble techniques in theatrical productions, especially when dealing with a large cast. This section critically examines the rehearsal process, challenges encountered, and this method's artistic and pedagogical outcomes, with relevant scholarly references.

Rehearsal Process

The rehearsal process for chorale acting was designed to ensure uniformity and precision in performance. This required an intensive, structured approach to actor training and collaboration.



Pic 2: A Rehearsal Session

The following key aspects were emphasized:

Synchronization

Synchronization formed the backbone of chorale acting. Actors portraying the same character worked together to align their vocal delivery, physical movements, and emotional expressions. This aspect aligns with Stanislavski's principle of ensemble acting, which prioritizes harmony and interconnectedness among performers (Stanislavski, 1989). The actors rehearsed lines in unison, mimicking each other's intonation, pauses, and gestures, ensuring seamless coordination.

Choreography

The inclusion of a professional choreographer was pivotal in achieving synchronized movement. Choreography in chorale acting goes beyond physical alignment—it integrates visual storytelling with character embodiment. As Schechner (2002) emphasizes, physicality and movement are essential elements of performance, and well-coordinated choreography can deepen the audience's emotional and aesthetic experience.

Peer Feedback

Actors were encouraged to critique and support one another during rehearsals. This collaborative approach aligns with Vygotsky's

(1978) theory of social learning, which posits that peer interaction fosters cognitive and skill development. By engaging in collective problem-solving, actors refined their techniques and built a sense of camaraderie.

Iterative Process

Rehearsals were iterative, allowing actors to experiment, refine their performances, and adapt to feedback. This reflects Richard Schechner's (2006) emphasis on process-oriented performance, where rehearsal is viewed as an evolving, exploratory phase rather than merely a means to an end.

Challenges Encountered

The introduction of chorale acting presented several logistical, physical, and creative challenges:

Logistical Complexity

Managing a large cast of approximately 100 students was a daunting task. Coordinating schedules, ensuring equal participation, and maintaining rehearsal discipline required meticulous planning. According to Cohen et al. (2010), logistical challenges in ensemble productions can be mitigated through structured rehearsal schedules and clear role assignments—both of which were crucial in this production.

Physical and Mental Strain

The physical and cognitive demands of chorale acting were significant. Actors had to maintain prolonged focus, synchronize complex movements, and internalize their roles as part of a collective. These demands echo Meyerhold's (1969) concept of biomechanics, which emphasizes the physical rigour required for precise and expressive performance. However, the intensity of the process also led to fatigue, necessitating careful time management and periodic breaks.

Creative Limitations

While chorale acting emphasizes collective storytelling, it can limit individual actors' creative input. The need for uniformity often restricts opportunities for personal interpretation, which some actors may find stifling. This aligns with critiques of ensemble techniques prioritizing the group over individual artistry (Leach, 2018). To address this, the production incorporated moments where actors could explore subtle variations within synchronization constraints.

Artistic and Pedagogical Outcomes

Despite these challenges, the implementation of chorale acting yielded numerous benefits, both artistically and pedagogically:

Enhanced Discipline

Synchronization demanded meticulous attention to detail, improving actors' focus and precision. As Boal (1979) notes, discipline in ensemble work enhances performance quality and fosters personal growth among actors. The rigorous rehearsal process instilled a sense of accountability and professionalism in the students.

Teamwork and Collaboration

Chorale's acting fostered a strong sense of unity among the cast. The shared responsibility for portraying a single character encouraged mutual support and cooperation, echoing Stanislavski's (1989) vision of ensemble acting as a collaborative endeavour. This experience prepared students for future roles in team-based creative projects, reinforcing the value of collective effort in theatre and film.

Audience Engagement

The synchronized performances created a visually and aurally striking effect, captivating audiences and adding a unique aesthetic dimension to the production. The use of chorale acting as a narrative device also highlighted the universality of the play's themes, resonating with Brechtian techniques of alienation (Brecht, 1964). The production challenged traditional notions of character identity by presenting multiple actors as a single character, encouraging viewers to engage critically with the material.

Innovative Pedagogy

From a pedagogical perspective, chorale acting offered the students a new learning experience. The technique pushed them out of their comfort zones, requiring them to adapt to unconventional performance methods. This aligns with Schechner's (2006) advocacy for experimental approaches in actor training, which encourages students to explore the boundaries of their craft. Implementing chorale acting in *Scoops of Situationship* was an ambitious and innovative endeavour demonstrating the potential of ensemble techniques in large-cast productions. The method fostered discipline, teamwork, and audience engagement despite the logistical, physical, and creative challenges. As a pedagogical tool, chorale acting exposed students to new performance dimensions, equipping them with skills that extend beyond the stage. This approach enriched the artistic quality of the production and contributed to the student's growth as dynamic and adaptable actors.

Audience Reception and Impact

The performances of *Scoops of Situationship: Lamentations from Za Oda Room*, staged from September 24–27, 2024, at the Uniport Arts Theatre, were met with enthusiastic applause and sparked significant post-show discussions among audience members. The production's innovative use of **chorale acting** and its thematic focus on societal challenges related to sexual health and relationships drew widespread acclaim. The impact of the production can be analyzed through three key dimensions: emotional resonance, intellectual engagement, and cultural relevance.

Emotional Resonance

One of the production's most lauded aspects was its ability to evoke strong emotional responses from the audience. The use of chorale acting amplified the play's emotional impact by presenting the struggles and experiences of its characters as shared rather than individual challenges.

Heightened Emotional Connection through Ensemble Performance

The synchronized movements and voices of multiple actors portraying a single character created a powerful visual and auditory effect, magnifying the emotional weight of key scenes. This technique emphasized the universality of the struggles depicted, fostering a sense of collective empathy among viewers. According to Stanislavski's principle of emotional truth in performance, actors must deeply connect with their characters to elicit genuine responses from the audience (Stanislavski, 1989). In this production, the collective embodiment of characters reinforced this connection, enabling the audience to resonate with the themes more deeply.

Catharsis and Empathy

The portrayal of issues such as sexual dissatisfaction, emotional stress, and societal pressures elicited both cathartic and empathetic

reactions. Aristotle's concept of catharsis suggests that theatre serves as a medium for emotional purgation, allowing audiences to process complex feelings through the characters' experiences (Aristotle, 1984). The intense emotional exchanges in *Scoops of Situationship*, amplified by the chorus of voices, left many audience members visibly moved, as noted in post-show feedback.

Intellectual Engagement

The innovative staging techniques and the play's thematic content stimulated critical thinking among audience members. By challenging conventional narrative and performance structures, the production encouraged viewers to engage actively with the issues presented.

Disruption of Traditional Realism

Drawing on Brechtian principles of the alienation effect, chorale acting disrupted the audience's suspension of disbelief, reminding them that they were watching a constructed performance. Brecht (1964) argued that such techniques compel viewers to analyze the socio-political implications of a narrative rather than passively consuming it. In this production, the multiplicity of actors portraying single characters highlighted the performative nature of societal roles and expectations, prompting the audience to question the stigmas and pressures surrounding sexual health.

Episodic Narrative Structure

The play's episodic structure and the visual impact of chorale acting facilitated thematic exploration from multiple perspectives. Richard Schechner (2006) posits that experimental theatre can serve as a laboratory for societal critique, with its fragmented structures mirroring the complexities of contemporary issues. Audience discussions after the performances revealed that many viewers appreciated this approach, noting how it encouraged them to consider the multifaceted nature of the challenges depicted.

Cultural Relevance

The play's exploration of contemporary societal issues resonated deeply with its audience, particularly given the local context. By addressing topics such as sexual health, emotional stress, and societal expectations, the production tapped into pressing concerns within the community.

Timely Exploration of Sexual Health Issues

The rise in reliance on sexual enhancers and the resulting health risks, such as cardiac arrest and stroke, is a growing concern in Nigerian society (Olofin et al., 2020). The play's candid portrayal of these issues provided an opportunity for public discourse, challenging taboos and encouraging openness. Audience members praised the production for shedding light on these topics, often shrouded in stigma.

Relatability of Characters and Themes

The characters' struggles with sexual dissatisfaction, societal pressures, and emotional turmoil were universally relatable, transcending cultural and demographic boundaries. According to Boal (1979), theatre that reflects the lived experiences of its audience has the potential to inspire social change. This was evident in the post-show discussions, where many audience members shared personal anecdotes and expressed a desire for greater awareness and dialogue on these issues.

Advocacy for Open Communication and Professional Support

The play's message advocating for open communication between partners and seeking help from qualified therapists and medical professionals resonated strongly with the audience. This aligns

with contemporary studies emphasizing the importance of mental and emotional well-being in maintaining healthy relationships (Gottman & Silver, 2015). The production effectively bridged the gap between awareness and action by presenting these solutions through a creative medium.

Conclusion

The production of *Scoops of Situationship: Lamentations from Za Oda Room* is a testament to the transformative potential of innovative acting techniques in theatrical pedagogy and performance practice. By incorporating chorale acting, the production overcame the logistical challenges posed by a large cast and introduced a dynamic approach to storytelling that amplified the play's thematic resonance. This method provided a unique platform for exploring societal issues such as sexual dissatisfaction, health risks, and interpersonal relationships' complexities while enriching the actors' training experience.

The use of chorale acting in the production redefined the actors' understanding of collaboration and collective artistry. By requiring actors to synchronize their movements, speech, and emotional expressions, the technique emphasized discipline, precision, and teamwork—qualities that are often underemphasized in traditional acting methodologies. This approach aligns with the pedagogical principles of ensemble acting championed by Konstantin Stanislavski, who believed that successful performances are rooted in the interdependence and unity of the cast (Stanislavski, 1989). For the students involved in the production, chorale acting was a powerful tool for cultivating these skills, fostering a deeper understanding of the nuances of performance and the demands of professional theatre.

From an artistic perspective, the synchronized portrayal of characters through chorale acting enhanced the play's ability to communicate its core themes. The collective embodiment of roles emphasized the universality of the challenges depicted, such as emotional stress, societal expectations, and the impact of sexual health issues on relationships. This approach aligns with Richard Schechner's (2006) theory of performance as a site of experimentation, where traditional boundaries are reimagined to create a more impactful narrative. By presenting these issues through an experimental lens, the production engaged audiences in an intellectually stimulating and emotionally resonant manner.

The success of *Scoops of Situationship* highlights the need for acting teachers and practitioners to embrace innovative techniques that challenge conventional methods of actor training. Chorale acting, while demanding, offers a wealth of pedagogical benefits, including the development of technical precision, ensemble awareness, and adaptability. These skills are crucial for actors navigating contemporary theatre and film's increasingly collaborative and multidisciplinary nature. Furthermore, the technique's emphasis on collective storytelling invites a reevaluation of individual-centric performance paradigms, encouraging actors to view their roles as integral parts of a larger narrative.

This production underscores the importance of experimentation in theatre education and its potential to address practical challenges while enriching the creative process. By transforming a logistical constraint into an opportunity for innovation, *Scoops of Situationship* demonstrates how experimental techniques like chorale acting can expand the boundaries of actor training and performance. The insights gained from this production contribute

to a growing body of scholarship advocating for integrating collaborative and non-traditional methods in theatre pedagogy (Schechner, 2006; Boal, 1979).

Future Implications

The success of this production also raises important questions about the broader applicability of chorale acting in diverse theatrical contexts. At the same time, it effectively addressed this production's specific challenges, and its potential as a standard pedagogical tool warrants further exploration. Future research and practice could examine how chorale acting can be adapted for different genres, cultural contexts, and educational settings, offering new pathways for actor training and performance innovation.

In conclusion, *Scoops of Situationship* exemplifies the power of innovative approaches to transform challenges into opportunities for artistic and educational growth. Chorale acting provided a creative solution to logistical constraints, enriched the actors' skills, enhanced the play's thematic impact and engaged audiences in meaningful dialogue about pressing societal issues. For acting teachers, directors, and theatre practitioners, this production serves as an inspiring model for reimagining the possibilities of performance and pedagogy in the ever-evolving world of theatre.

Recommendations

1. **Incorporating Experimental Techniques in Curricula:** Acting programs should include chorale acting and other innovative methods to expose students to diverse performance styles.
2. **Investing in Resources:** Institutions should allocate resources for choreography, technical training, and other support systems to facilitate experimental projects.
3. **Conducting Further Research:** Future studies should explore the long-term impact of experimental techniques on actor training and audience reception.
4. **Encouraging Collaborative Learning:** Teachers should create opportunities for students to learn from one another, fostering a culture of mutual support and collective growth.
5. **Addressing Actor Well-Being:** Rehearsal schedules and techniques should consider actors' physical and mental well-being, ensuring a sustainable approach to training and performance.

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