**DEVELOPMENT GOALS**

Here are my three specific development goals for my musical, ELLIPSES.

1) Revise the scenes with Cartwheel and Whirlpool so that they organically be a part of the familial theme. Because my musical is more about JD and Milky Way, I want to restructure Cartwheel’s and Whirlpool’s duet “Time is Relative” so that it is more about their relationships with Milky Way and not be set apart as a lengthy cutaway scene between two spacey siblings. Rather, I want them to structurally complement Milky Way’s adolescence arc as though time away from the pair’s baby sibling (Milky Way) is time away from seeing Milky Way’s growth. I feel to achieve this goal that listening to the performers’ and director’s feedback would be important as well.

2) Work on developing intentional speech patterns for Gravity and the other dog characters. While the dogs in this universe speak in human languages, I want to further develop their vocabulary and mannerism to be specific to them and unlike the Galaxies (who are human). I feel Gravity’s way of speaking should be what a human who was raised by dogs would perceive. I would hope that the audience throughout could unconsciously react in awe when hearing these tidal dogs.

3) Focus on developing the relationship between SPT0615-JD and Milky Way. I would of course want to access all my characters and relationships, but I want to strengthen and define these two characters especially, because they represent the liminal space of growing up. (To explain what ellipses are, they are three overlapping ovals that represent childhood, teenhood, and adulthood. Milky Way is transitioning from childhood to teenhood while JD is transitioning from teenhood to adulthood.) It is my intention that JD is the only one who understands what Milky Way is going through since JD is now going through the same thing but at an older (st)age. I would like to bring this out more.

1. Revise the flashback scenes so they organically weave into the present scenes. Because my play deals with themes like memory, regret, and what we leave behind, I want to restructure the flashback scenes so that they flow in and out of the present scenes and are not set apart as wholly “separate.” Rather, I want them to structurally be illustrative of how the Director’s (one of the main chars) thoughts work, as the Director is a robot able to simultaneously process past and present events. The scenes should blur the borders between present and past to show how we (as humans) are always informed by our past experiences and what is passed down generationally. I feel to achieve this goal that seeing actors’ movements and different ways of staging the scenes would be important as well.

2. Work on developing intentional speech patterns for the robot characters. While the robots in my play sound “human” (i.e. they do not speak in “robot voice”), I want to further develop their vocabulary and speech patterns to be specific to them. I feel the robots’ way of speaking should be just human enough, but recognizably theirs. I’d hope that the audience could unconsciously recognize their speech as specific after hearing it for a while.

3. Focus on developing the relationship between the Director and Scientist. I would of course want to assess all my characters and relationships, but I want to strengthen and define these two characters especially, because they represent the “in-between” for humans and robots. (As a recap, the Scientist built the Director, and the Director is the only robot in the play who actually knew a live human.) It is my intention that they be more kindred spirts (rather than parent-child, teacher-student, etc.) and I’d like to bring this out more.