### IB Theatre

**Year 2**

### Instructor: Gretchen Nordleaf-Nelson

Preferred Contact Information

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**COURSE DESCRIPTION**

Theatre is a dynamic, collaborative, and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting, and critically reflecting on theatre as participants and audience members they gain a richer understanding of themselves, their community, and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes, and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

Students will find they often can choose the role that they wish to participate in - from a costume designer’s perspective to lighting or sound designer, writer, scenic artist, or actor to name a few.

**AIMS**

**The Arts aims**

The aims of the arts subjects are to enable students to:

• enjoy lifelong engagement with the arts

• become informed, reflective, and critical practitioners in the arts

• understand the dynamic and changing nature of the arts

• explore and value the diversity of the arts across time, place and cultures

• express ideas with confidence and competence

• develop perceptual and analytical skills

**Theatre aims**

In addition, the aims of the theatre course at SL and HL are to enable students to:

• explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)

• understand and engage in the processes of transforming ideas into action (theatre processes)

• develop and apply theatre production, presentation, and performance skills, working both independently and collaboratively (presenting theatre)

For HL only:

• understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).”1

**OBJECTIVES**

**Assessment objective 1: demonstrate knowledge and understanding of specified content**

• Describe the relationship between theatre and its contexts

• Identify appropriate and valuable information from research for different specialist theatre roles (creator; designer; director; performer)

• Present ideas, discoveries, and learning, gained through research and practical exploration to others

**Assessment objective 2: demonstrate application and analysis of knowledge and understanding**

• Explain the relationship and significance of the integration of production, performance, and research elements

• Explore and demonstrate different ways through which ideas can be presented and transformed into action

• Explain what has informed, influenced, and had impact on their work

**Assessment objective 3: demonstrate synthesis and evaluation**

• Evaluate their work and the work of others

• Discuss and justify choices

• Examine the impact their work has had on others

**Assessment objective 4: select, use, and apply a variety of appropriate skills and techniques**

• Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles (creator; designer; director; performer)

• Demonstrate organization of material including use and attribution of sources

• Demonstrate the ability to select, edit and present work appropriately”2

**ASSESSMENT**

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

* **Formative assessment** informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
* **Summative assessment** gives an overview of previous learning and is concerned with measuring student achievement. 3

**Students will be assessed in the following areas:**

1. Knowledge and understanding

2. Application and analysis

3. Synthesis and evaluation

4. Selection and use of appropriate presentation and language.

**Weekly Assignments:** You may expect 4 **types of homework assignments during each Semester in** addition to long-term quarterly projects. Weekly assignments in this class will be a combination of the following:

1. **Individual writing assignments** – These include your journal reflections, weekly website posts.
2. **Research** - this includes researching theatre traditions, theorists, production styles to incorporate into your assessment work.
3. **Assigned reading**- The week’s reading assignment
4. **Collaborative Group work** – work on the ongoing group or individual projects with mentors.

**Long-term Papers/Projects:** For each Semester, 2nd year IB Theatre students will be working on major assessments to submit to the IB. These assignments are developed from the IB curriculum.

**STUDENT SKILLS (15%)**

Student skills including focus, preparation, responsibility, cooperation, collaboration, and time-management are strongly correlated with academic success. These are also marked using the student skills rubric each week. Full participation requires conscientious and consistent preparation. Consistently turning quality work in on-time and participating actively in classroom activities will lead to earning the full mark.

**Focus:**

* Listens Attentively
* Participation Enhances Classroom Learning

**Responsibility:**

* Comes to class prepared & engaged
* Treats others with kindness

**Follow-Through:**

* Completes work and turns in work on time  
  Strives to produce quality work

**Collaboration:**

* Listens to presenters & classmates offers ideas and shares the workload on project-based assessments.

**Growth Mindset**

* Demonstrates persistence and resilience, open-minded in the face of challenge

**FORMATIVE ASSESSMENT (50%)**

**IB Journal**

This is a handwritten assignment book, which includes the class opener, class notes, and class session reflections for each class session. This routine writing assignment collection will be checked weekly and earn up to 10 points per week for completion. There will also be weekly blog posts in this portion.

**Class Discussion Content**

This is an essential component of student work. Students earn points for speaking in class discussions. The scores reflect the length and depth of student contribution. The individual student spoke at least twice.

**Play Readings, Reading Assignments, Quizzes**

Play Readings will be used to study the concept of TEAM. This work will be completed in the first quarter. Over the course of the year there may be vocabulary and reading quizzes - These are quick checks on comprehension and completion. They will be assigned regularly as needed.

**SUMMATIVE ASSESSMENT (35%)**

**Summative Assessments for students in year 2 are the completion of the** IB Assessment pieces that are sent to IB. They will be graded on thoroughness and completion on time.

**2023 EXTERNAL IB ASSESSMENT**

All students will undertake three assessments in the second year of the program, with HL students undertaking one further assessment. This is the only difference for the HL and SL students.

**RESEARCH PRESENTATION:** Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. **SL 30% HL 20%**

**Students completed at the end of the first year.**

**DIRECTOR’S NOTEBOOK:** Students choose a published play text they have not previously studied or seen a live production and develop ideas regarding how it could be staged for an audience. **SL 35% HL 20%**

* **First Draft October 21, 2022**
* **Final Draft November 4th, 2022**

**SOLO THEATRE PIECE:** Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory, and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory. They write and document their work and then reflect on the impact of their piece on the audience after their performance (3000-word limit.) **HL ONLY 35%**

* **Solo Project Run Thru for Peer feedback in class March 15th, 2023**
* **Solo Project Performance videotaped with audience March 30, 2023**
* **Solo Project Process Paper FIRST DRAFT due April 10, 2023**
* **Solo Project Process Paper FINAL DRAFT DUE APRIL 20TH, 2023**

**IB THEATRE INTERNAL ASSESSMENT**

**COLLABORATIVE PROJECT:** Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) to a specified target audience from a starting point selected by the ensemble. They submit a process portfolio (15 pages maximum) that documents their own individual approaches and skills, the exploration of the starting point selected by the ensemble, the nature of the collaboration, and the student’s individual contribution to the creation and presentation of the piece of theatre. The student submits a video recording (4 minutes maximum) in support of the process portfolio which the student selects from the unedited video recording of the created piece. **SL 35% HL 25%**

* **Initial run of CP December 15th, 2022**
* **Videotaping of CP January 13th, 2023**
* **Draft of Process Paper January 19th, 2023**
* **Final Video clips and Process Paper January 31, 2023**

The CP is graded by the instructor internally. However, the work is sent to IB to be reviewed by a moderator/examiner. The score of the CP is included in the overall student score for the course.

**ENGAGING WITH SENSITIVE TOPICS**

Studying theatre allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can also be sensitive and personally challenging for some students. The teacher is aware of this and will provide guidance on how to approach and engage with such topics in a responsible manner. Consideration is given to the personal, political, and spiritual values of others, particularly in relation to race, gender, or religious beliefs.

As part of the collective consideration of West Sound Academy, theatre students will be supported in maintaining an ethical perspective during their course. The instructor will be vigilant to ensure that work undertaken by the students does not damage the environment, include excessive or gratuitous violence or reference to explicit sexual activity

**ACCOMMODATIONS:** Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

**DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER**

• Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner

• Instruction is scaffolded to enable ELL students to achieve grade-appropriate outcomes

• Teacher offers a variety of resources, grouping arrangements, assignments, and tasks

• Teacher uses various strategies to build background knowledge, make connections and encourage communication

• Teacher embeds modified learning strategies into instruction

• Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

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| **REQUIRED MATERIALS:**   * Laptop * Laptop charger (You are required to bring this to class everyday) * Internet access * journal * a folder or binder for keeping class materials * Computer storage device for your videotape assignments. * a notebook * internet access * pencils or pens (blue or black) | **TEXTS:**  ***Theatre in Practice – A Student’s Handbook*** by Nick O’Brien and Annie Sutton  **WORKSPACE:**  If and when you are in your virtual classroom you will need to make sure you are in a space where you can move around. |

**Course Expectations, Guidelines, and Procedures for Classroom**

**will be provided in a separate document.**

[1] Diploma Programme Theatre Guide First Examinations 2016. (2014). Cardiff : International Baccalaureate Organization, p. 12

2 Diploma Programme Theatre Guide First Examinations 2016. (2014). Cardiff : International Baccalaureate Organization, p. 13

IB Theatre YR2

2022-23

Acknowledgement Form

**PLEASE RETURN THIS FORM ONLY – Thank you.**

**By signing this form, you are acknowledging and agreeing to the above course syllabus as well as the assigned and published dates of completion of the final assessment pieces for this course. The assessment pieces completed throughout the year are the ONLY assessments for this course and each one equates sitting for an IB exam.**

**Today’s Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**