



IB Theatre

Instructor:

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Course website: <http://wsaibtheatre.yolasite.com/>

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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 in a unit from costumer, to lighting or sound designer, writer, set artist or actor to name a few.

AIMES AND OBJECTIVES

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 appropriately²

The curriculum in Year 1 will prepare student for the following topics and assessments in Year 2:

Solo theatre piece: Students at HL 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. **HL ONLY 35%**

Director's notebook: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. **SL 35% HL 20%**

Research presentation: Students at SL and HL 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%**

Collaborative theatre project: Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13 to 15 minutes) for and to a specified target audience, created from a starting point of their choice." **SL 35% HL 25%**

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

Assessments:

As an IB course, students will complete both internal (assessed by Gretchen Nordleaf-Nelson) and external (assessed by International Baccalaureate) assessments. **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 **3 types of homework assignments a week** 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 weekly blog posts reflecting on notes and/or specific prompts (to be completed in class and on your own).
2. **Assigned reading**- The week's reading assignment.
3. **Project work** – work on the ongoing group or individual projects.

Long-term Papers/Projects: Each quarter, you will have **2-3 major assignments**. These assignments are developed from the IB curriculum; some of the completed assignments may be included in a student's final IB assessment, while other assignments will prepare students for upcoming assessments required in year 2 of the course, and others are considered formative such as play reading reports.

Formative Assessment 40%

IB Journal 30 points weekly

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 max. 40 points each

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. For example, a solid class discussion which lasts for 20 minutes earns each student a score out of 20 points. In order to earn all 20 points, the individual student spoke at least twice.

Play Reading Reports, Reading Assignments, Vocabulary QuizzesBetween 100 and 20 points each

Play Reading Reports are designed to enhance and strengthen the theatre literature canon of each students. They will be assigned quarterly. Vocabulary quizzes - These are quick checks on comprehension and completion. They will be assigned regularly as needed.

Summative Assessment 50%

Solo theatre piece: Students at HL 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.

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Professionalism - 10%

Professionalism score 100 points / Quarter

This score is assigned based on students consistently demonstrating over the course of the term their contributions to the course community. Student actions that will raise the professionalism score include attending and participating in class, sending appropriately formatted emails, and turning in assignments on time or early. Student actions that will lower professionalism include sleeping in class, not engaging with class material, and disrespectful or unprofessional communication. Note that points are earned based on the following factors:

- Attendance and punctuality: 25 points. Showing up on time is noticed and appreciated. Each tardy arrival drops this score by 5 points. Unexcused absences also have a negative impact on this score.
- Professional behavior in class 25 points. Students are expected to be on task during class time. Some examples of behaviors that can drop this score include: off-topic socializing, lack of attentiveness, and inappropriate attire for presentations.
- Participation in Class: 25 points. Asking questions that move class discussion forward, giving your best effort to every activity, doing your part to contribute to group work, and speaking up when you are confused are all important aspects of this score.
- Professional communication: 25 points. Students are expected to communicate in person and by email in a way that demonstrates thoughtfulness, and awareness of the audience.
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Further Description of IB Assessments:

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 to the HL and SL student.

February 2017 2nd Year HL Students

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. HL ONLY 35%

March 2017 2nd Year HL and SL Students

Director's notebook: Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. SL 35% HL 20%

April 2017 1st Year Students –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%

Internal IB Assessment

December/January 2016 2nd Year Students

Collaborative theatre project: Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13 to 15 minutes) for and to a specified target audience, created from a starting point of their choice." SL 35% HL 25%

Text and Supplies:

- ***Theatre in Practice – A Student's Handbook*** by Nick O'Brien and Annie Sutton
- Theatre journal - to keep track of lecture notes, handouts, assignments, quizzes, and to keep a journal of the theatrical journey.
- Writing instruments (Pens, pencils, colored pencils, sharpies, crayons), as well as rulers
- Computer storage device for your assignments.

Behavior Expectations & Classroom Environment

As part of a positive classroom community, you are expected to be respectful and supportive of students and teachers. We must work together to create an environment where everyone can speak, listen, teach, learn, and share ideas. This means:

- Being in your seat and prepared for the start of class and remain focused until the end of class.
- Staying on task and getting involved in class discussions and activities.
- Respecting our room by leaving cell phones & ipods/headphones and other distractions in the home box on the teacher's desk. *If you use personal electronics irresponsibly in class, they will be taken away.*
- Being responsible and organized by bringing your materials (notebook, pencil/pen, texts, etc.) and completed assignments to class every day.
- Asking the teacher for help accomplishing any of the above expectations.

ATTENDANCE AND PUNCTUALITY: Students are expected to be in class on time every day. If late or absent, students miss class activities and essential information and disrupt the learning process.

From the Parent-Student Handbook:

Students are expected to turn in work that was assigned prior to the absence and due the day they are absent using the technological tools available to them such as email, Google docs, taking a photo, etc. unless there are extenuating circumstances. Work assigned or done in class while the student is absent will be handled as follows: The teacher will enter an "A" for absent in the gradebook for that assignment regardless of the reason for that absence. ... It is the responsibility of the student to be pro-active in communicating to their teachers about making up work, asking questions and following through on meeting the new due dates assigned. **It is the responsibility of the student to initiate these conversations within 48 hours of the return to school or the grade will become a zero.**

In this course, the student is responsible for finding out what was missed in class when absent. RenWeb and Google Classroom are the first place to find information electronically. Students are best served by emailing the instructor with any questions, rather than interrupting class time when they return to school.

When a student returns to school after an absence, work that needs to be made up is compiled in a folder. The student picks up the assignments with the cover sheet, and signs up for a time to make up the work if necessary on the sign-up sheet. For absences during an assessment, the work must be made up outside of class time (before or after school).

Homework Submission

- **Late homework will not be eligible to receive full credit unless the student has met the conditions outlined in his or her accommodations plan.**
- **No credit will be given to homework turned in over two weeks late although completion of late assignments may influence the teacher's overall formative assessment at the end of the grading period.**
- **Late assignments in Upper School can score no higher than 60% for completing the requirements of the assignment. It is at the teacher's discretion to increase this percentage for homework assignments that will have a high enough point value to make up a significant portion of the student's overall grade.**
- **Late assignments in Middle School can score no higher than 70% for completing the requirements of the assignment. It is at the teacher's discretion to increase this percentage for homework assignments that will have a high enough point value to make up a significant portion of the student's overall grade.**

ASSIGNMENT SUBMISSION: All written assignments should be submitted as hard copy unless otherwise instructed by the teacher.

When you submit an electronic version, please label each assignment using your first name and last initial, followed by underscore and the assignment abbreviation (for example, SarahJ_PlayRpt.doc for the Play Report submitted by Sarah Jones). Abbreviations will be specified in each assignment's scoring guide. All electronically submitted writing must be accompanied by a report from Plagiarism Checker report from Grammarly.

Hard copies must be placed in the turn in basket at the beginning of the class period. No class time is allotted for printing. All work must be printed outside of class time. Classwork printed at the beginning of class time will be considered late.

EXTENSIONS: Communication about workload is another important practice. If a student is struggling to meet a deadline, she may request an extension by email up to 24 hours ahead of the assignment's due date. This request must include the student's proposed new deadline. Extensions are possible on a case-by-case basis. The instructor will respond to such requests in a timely manner.

RESUBMISSIONS: In some cases, students may have the opportunity to resubmit certain assignments. This is not offered to students who wish to boost their score slightly, nor to students who were absent during the assignment workdays. The score on a submitted assignment will be averaged with the original submission for a new final score.

PLAGIARISM/ACADEMIC OFFENSES: Students are expected to produce their own work in an ethical manner, with instructor support. The following sources guide the course policy:

School Consequences for Academic Dishonesty policy from the Parent-Student Handbook:

- First offense, meeting with the teacher and advocate
 - Reduced credit for original assignment
 - Make-up assignment required so student practices correct paraphrasing and citation protocols
- Repeat offense or significant plagiarism: meeting with the Head of School, teacher, parents and advocate
 - No credit for original assignment
 - A letter in the student's academic file detailing the offense
 - Notification of parents In especially serious cases, the administration may take disciplinary action and/or may convene an honor council to determine an appropriate disciplinary action. (pg. 14)

COMMUNICATION: The two preferred methods of communication for this course are: in person and by email. Students are expected to check student email regularly during the school week. They are encouraged to email the instructor with any questions in advance of a deadline. The instructor is available to meet with students one-on-one during lunch and after school on Wednesdays to support their learning.

The most important communication about coursework happens during class time. Students are expected to note the work that is due, check their email on school days, and check RenWeb in the day before the class meets.

CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES: In the classroom, electronic devices will only be used on class-related tasks, as instructed. If special accommodations are necessary, please speak with the instructor before class.

Students are expected to bring their laptop to every class session. It should be fully charged and ready to use. There is limited space in the classroom to plug in and charge computers.

While in the classroom, the electronic device's interface language must be set to English.

FOOD AND DRINK: Food and drinks are permitted in class, as long as they do not distract others from learning. Students are expected to clean up after themselves.

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.

CONSULTATIONS:

Students are strongly encouraged to seek consultation time help the moment they realize they are not mastering key knowledge and skills. Consultations are available with the instructor by appointment only.

Course Web Page: In addition to syllabi, class notes, readings, rubrics, guidance on the IB Theatre Internal Assessment, and a variety of other resources are available on the course web page.

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.

Assignment #1

International Baccalaureate Theatre HL/SL

**Course Guidelines 2016-17
Verification of Receipt**

After you have read these course guidelines, please sign below and have **this page returned to me.**

Sincerely,

Gretchen L. Nordleaf-Nelson

I have read and understand the policies covered in Ms. Nordleaf-Nelson's IB Theatre course guidelines.

Print Student's Name

Print Parent/Guardian's Name

Student Signature

Parent/Guardian Signature