

# IB Theatre

Year 1 and Year 2

**Instructor:** Ms. Nordleaf

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).”<sup>1</sup>

**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”<sup>2</sup>

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

**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 50% HL 35% Assessment 2022**

**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." *This element will not be assessed in 2022.*

**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 30% 2022 Assessment**

**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 50% HL 35% 2022 Assessment**

## ASSESSMENT

The purpose of grading is to communicate achievement to students, parents, and other institutions about the work students do in class. The only feedback on students' work that will be entered in the gradebook on FACTS is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for IB 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 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, play reading reports, mock assessment assignments.
2. **Research** - this includes researching theatre traditions, theorists, production styles to incorporate into your assessment work.
3. **Assigned reading**- The week's reading assignment or **Reading Play Scripts**
4. **Collaborative Group work** – work on the ongoing group or individual projects with mentors.

**Long-term Papers/Projects:** For each Semester, 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.

**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 Reading Reports, Reading Assignments, Quizzes**

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

**Summative Assessment 35%**

**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.

**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.

**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.

**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.”

**FURTHER DESCRIPTION OF IB ASSESSMENTS:** [Please take the time to mark you calendars now.](#)

### **2022 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.

<b>September 15th, 2021</b>	<b>2nd Year Students –HL and SL Students</b>
<b>April of 2022</b>	<b>1st Year Students - HL and SL Students</b>

**FINAL 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 50% HL 35%

**December 9th, 2021, 2<sup>nd</sup> Year HL Students only Performance**

**December 15th, 2021, 2nd Year HL FIRST DRAFT Solo Project Portfolio Due for Instructor Feedback**

**January 14th, 2022, 2nd Year HL FINAL DRAFT Solo Project Portfolio**

**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 30%

**March 25th, 2022, FIRST DRAFT Director’s Notebook for Instructor Feedback**

**April 15, 2022, FINAL DRAFT Director’s Notebook for Submission NO EXTENSION**

**2<sup>nd</sup> Year HL Students –HL and SL Students**

**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 50% HL 35%

**[PLEASE NOTE: This year the 2nd year students \(Class of 2022\) will not be completing the Collaborative Theatre Project for submission to the IB.](#)**

### **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 scaffold 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

<p><b>REQUIRED MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• computer access</li> <li>• journal</li> <li>• a folder or binder for keeping class materials</li> <li>• Computer storage device for your assignments.</li> <li>• mic</li> <li>• earbuds or headphones</li> <li>• a notebook</li> <li>• internet access</li> <li>• pencils or pens (blue or black)</li> </ul> <p><b>MASKS</b></p> <ul style="list-style-type: none"> <li>• When working in the classroom or performance space you will need to wear an <i>KN95 grade mask at all times.</i></li> </ul>	<p><b>TEXTS:</b></p> <p style="text-align: center;"><i>Theatre in Practice – A Student’s Handbook</i> by Nick O’Brien and Annie Sutton</p> <p><b>WORKSPACE:</b></p> <p>When you are in your virtual classroom you will need to make sure you are in a space where you can move around.</p>
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**Course Expectations, Guidelines, and Procedures for the In-Person and Zoom 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 2021-22

## Acknowledgement Form

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

**By signing this form, you are acknowledging and agreeing to the above course syllabus.**

**Today's Date** \_\_\_\_\_

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

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

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

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