

# IB Theatre

YR1 & YR2 2023-24

Gretchen Nordleaf

[gnordleaf@westsoundacademy.org](mailto:gnordleaf@westsoundacademy.org)



## Course description

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

IB DP Guide Assessment 2024

## Aims

The aims of the DP arts subjects (dance, film, music, theatre, visual arts and literature and performance) are to enable students to:

1. explore the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence in forms appropriate to the artistic discipline
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

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

7. inquire into theatre and its contexts.
8. develop and practically apply theatre performance and production skills and elements, led by intentions
9. create, present, and evaluate theatre work both independently and collaboratively
10. acquire the perspectives and intentions of an internationally minded theatre-maker
11. understand, appreciate, and explore the relationship between theory and performance (HL only).

## Objectives

Having followed the theatre course at SL or HL, students will be expected to fulfill the following objectives at assessment.

### 1. Inquiry

- Carry out academic and physical research and identify valuable information and resources to support work in theatre
- Inquire into, and contextualize, the theatrical work and ideas of others

### 2. Development

- Develop informed and imaginative theatre-maker intentions for making and staging theatre
- Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre

### 3. Presentation

- Present theatre work to others in order to fulfill theatre-maker intentions
- Communicate theatrical ideas in a variety of forms, formats and contexts

### 4. Evaluation

- Reflect on feedback from others and consider their own development as theatre-makers
- Evaluate the effectiveness of theatre work.

## 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.

The theatre syllabus at standard level (SL) and higher level (HL) is designed to follow *a creative theatre-maker process that consists of four stages: inquiring, developing, presenting and evaluating.*

Each of the four stages of the theatre-making process should be approached through the dynamic cycles of inquiry, action and reflection. Taught activities for each of these stages of the theatre-making process should include some of the following.



Each of the four stages of the theatre-making process [are approached] through the dynamic cycles of inquiry, action and reflection. Taught activities for each of these stages of the theatre-making process include some of the following.

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.

## Grading

### ACADEMIC DEMEANOR (10%)

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%)

Weekly Assignments: You may expect 3 types of homework assignments a week in addition to long-term quarterly projects.

## IB Journal

This is a reflection journal, which includes the class opener, class notes, and class session reflections for each class session. This routine writing assignment collection will be checked weekly. The format of the reflection journal is flexible. Students can choose to handwrite their journal or create a digital format within provided guidelines.

## Skillsbased Projects

The *skillsbased projects & learning experiences* for DP theatre will cover several different parts of the course at once. They include class activities, practical workshops, live theatre experiences, and workshops with industry professionals and artists where feasible.

## Play Script Reading, Play Reading Tasks, Student Handbook Reading Assignments

Play Script Reading is designed to enhance and strengthen the theatre literature canon of each student. Play Reading Tasks are designed to build and strengthen the interpretation skills (both performance and production based) of each student for the course assessment pieces. These will be assigned monthly at the beginning of the course. Student Handbook Reading Assignments are designed to build and strengthen the practical, analytical, critical thinking and performance skills needed for the IB Theatre assessment pieces.

## SUMMATIVE ASSESSMENT SKILLS (40%)

All summative assessment work in this course is based on learning the practical, analytical, critical thinking and performance skills needed for the IB Theatre assessment pieces. The final assessment pieces are evaluated for timely submission to the instructor. The IB Examiners evaluate and assess the student's final work.

## IBDP Theatre Course Assessment(s) at a Glance

It is important for students and parents to remember that IB Theatre students do not sit for exams in May. All assessment work is completed over the two year course. Meeting the deadlines is imperative for success in earning a solid score in this Group Six course.

## Internal Assessment

Production Proposal	SL 30%	HL 20%	Due YR2 November 2023	YR1 Fall 2024
---------------------	--------	--------	-----------------------	---------------

Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal.

Each student submits the following.

1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.

## External Assessment

Research Presentation      SL 30%.      HL 20%      Due YR2 September 2023      YR1 May 2024

Students at SL and HL plan, deliver, and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied.

Each student submits the following.

1. A video recording of the student's research presentation (15 minutes maximum).
2. A list of all sources cited and any additional resources used by the student during the presentation.

Collaborative Project      SL 40%.      HL 25%      Due YR2 February 2024      YR1 Winter 2025

Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully realized production.

Each student submits the following.

1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.
2. A video recording of the final piece (7-10 minutes maximum).

Solo Theatre Piece (HL only) 35%      Due YR2 April 2024      YR1 April 2025

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience.

Each student submits the following.

1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited.
2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).

## 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.

## Resources

## Required Materials for each class:

- laptop or tablet
- charging cord for laptop
- a folder or binder for keeping class materials
- computer storage device for your assignments
- a notebook or notebook paper
- pencils or pens (blue or black)
- internet access
- B5 Large Softcover Leather Journal, 192 Numbered Pages 100gsm Thick Dot Grid Notebook for Drawing Women Men Work School Supplies, 7.48"x10.15" available via Amazon.com

## Text for the course:

*ISTA - IBDP Theatre Student Handbook*

Author: Dinos Aristidou

*World Theatre: The Basics*

By E. J. Westlake

*Theatre: A Very Short Introduction*

By Oxford University Press

Texts including play scripts and theatre research materials will be provided to the student via the instructor from the instructor's personal classroom library. Additionally, we have access to the University of Washington Library materials. Any materials that are lost or damaged will be charged a fee to the student's account for the purposes of replacement.

## 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 the administration, faculty, student, and parents in the accommodations meeting.

## Academic Integrity

Students are expected to produce their own work in an ethical manner, with instructor support. Students will use only the tools and resources permitted for each assignment. Students will turn in original work for each assignment, and will not allow another student to turn in work that they did not complete as their own. The instructor will provide students with clear guidelines on a given assignment. The instructor will explain, demonstrate and model specific expectations on how to incorporate researched information into specific assignments.

**Course Expectations, Guidelines and Procedures  
are presented in a separate document.**

# IB Theatre Course Syllabus 2023-24 Verification of Receipt

You will return this page ONLY and keep the syllabus in your folder for the course.

Please PRINT

STUDENT NAME \_\_\_\_\_

DUE \_\_\_\_\_

After you have read the course syllabus, please sign below and have your parents complete their portion. Then return on the due date.

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

\_\_\_\_\_  
Date

-----  
I have read and understand the expectations laid out in the IB Language and Literature syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for completing.

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

\_\_\_\_\_  
Date

Parent Name (Please Print) \_\_\_\_\_

Parent Home Phone: \_\_\_\_\_ Parent Cell Phone: \_\_\_\_\_

Parent Work Phone: \_\_\_\_\_ Parent E-Mail: \_\_\_\_\_

Thank you, Ms. Nordleaf