

Summary

Collaborative Project

Subject	Year	Start date	Duration
Theatre	IB2	Week 4, January	12 weeks

Course Part

One of the four assessed modules

Description

Students will collaborate on a devised piece to showcase their devising and practical skills.

Curriculum

Aims

- Enjoy lifelong engagement with 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
- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre incontext)
- 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)

Objectives

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

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

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

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

 Syllabus Content

Theatre in context

Contexts:

Personal context: identify their own personal contexts and understand the impact their interests, influences and inspirations have on their choices, approaches and interpretations; this includes taking into consideration their own geographical location, cultural background, skills and experiences and the impact these make on the sort of theatre that they create and present

Theoretical context: identify and understand the theatre theory that informs various play texts, theatre practices, theatre theorists and world theatre traditions across time and place; practically apply this understanding to their work

Cultural context: identify and understand the cultural, social, political and historical factors that affect theatre practice; practically apply this understanding to their work

Skills, knowledge and understanding:

The ability to research and analyse play texts, theatre theorists (HL only), world theatre traditions and performance practices from a variety of cultural contexts (SL and HL)

Experience the practical presentation and performance skills of theatre practices from a variety of cultures, through workshops, practical engagement and experimentation with skills particular to these practices

The ability to appreciate critically theatre performances from a diverse range of theatre practices from various cultural contexts, and to discern the relationship between performance and any theory that may inform it

An appreciation of the cultural, aesthetic and intellectual contexts from which theatre evolves and to which it contributes

The understanding of the significance of theatre and its impact on the lives of particular communities within a specific cultural context

Collaboratively creating original theatre (SL and HL):

Collaboratively creating original theatre

Researching and examining the various contexts of at least one starting point (idea, issue, theme, non-dramatic text, music, object, image, event or site)

Researching and examining the various contexts of at least one professional theatre company that collaboratively creates original work

Reflecting on their own personal approaches, interests and skills in theatre

Theatre processes

The theatre processes area requires that students develop skills, knowledge and understanding in the following areas:

Creating

Designing

Directing

Performing

Spectating

Collaboratively creating original theatre (SL and HL)

Collaboratively creating original theatre

Responding to at least one starting point (idea, issue, theme, non-dramatic text, music, object, image, event or site)

Engaging with the process of transforming it collaboratively into an original piece of theatre

Presenting theatre

The presenting theatre area requires that students develop and apply skills, knowledge and understanding in the following areas:

Presenting ideas about theatre using a range of formats

Performance skills

The performance conventions of a particular theatre tradition

Production skills, including scenic elements (such as set, props, costume and make-up) and technical elements (such as lighting, projection and sound)

Audience engagement and how artistic choices have an impact on an audience

Reflection on their presentations to an audience and their learning

Collaboratively creating original theatre (SL and HL):

Collaboratively creating original theatre

Participating in at least one production of a collaboratively created piece of original theatre, created from a starting point (idea, issue, theme, non-dramatic text, music, object, image, event or site), presented to others.

ATL Skills

Approaches to Learning



Social

- In this unit, we will
 - have students work in small groups
 - allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity
 - have students peer assess their group performance or process
 - support students in resolving a conflict in a team
 - give a group assessment task
 - give students feedback on how they worked as a group
 - have students discuss their understanding of a text or idea among themselves and come up with a shared understanding
 - provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance
 - encourage students to consider alternative points of view or to take the perspective of others
 - provide opportunities for students to make decisions



Communication

- In this unit, we will
 - ask students to explain their understanding of a text or idea to each other
 - construct a task around the use of different vocabulary and examples when speaking to different audiences
 - have students give an oral presentation without reading from their notes
 - ask students to monitor and check the quality of their writing
 - construct a task so that students practise their listening skills
 - assess or give feedback on speaking or writing concisely
 - provide opportunities for students to read and understand different types of texts
 - encourage or require students to plan a response before they begin
 - ask students to formulate arguments clearly and coherently
 - encourage all students to contribute to discussions



Developing IB Learners

Learner Profile



Caring



Balanced



Assessment



Assessment criteria

SL Criteria

Internal Assessment

Task 4: Collaborative project

- A. Theatre in context: The personal context and research into a professional company
- B. Theatre in context: The formation of the group and exploration of the starting point (including target audience and intentions for the proposed piece)
- C. Theatre processes: The student's own specific contributions to the collaborative process and the development of the piece
- D. Presenting theatre: The student's artistic choices in the specific moment(s) of theatre seen in the video and evaluation of the whole theatre piece

HL Criteria

Internal Assessment

Task 4: Collaborative project

- A. Theatre in context: The personal context and research into a professional company
- B. Theatre in context: The formation of the group and exploration of the starting point (including target audience and intentions for the proposed piece)
- C. Theatre processes: The student's own specific contributions to the collaborative process and the development of the piece
- D. Presenting theatre: The student's artistic choices in the specific moment(s) of theatre seen in the video and evaluation of the whole theatre piece

Description