

## Summary

### Director's Notebook

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

#### Course Part

One of the four assessed modules

#### Description

Students will research and explore a published play text, designing their own production and explaining their artistic intentions in detail. They will comment on the original context of the play and how they plan to bring it from page to stage.

## Inquiry & Purpose

### Inquiry / Higher Order Questions

Type	Inquiry Questions
Skills-based	How does the original context of the play inform us about it's intentions?
Skills-based	How can design elements enhance the theme, focus and message of a play?

## 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)

For HL only: Understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, 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

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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

Working with play texts (SL and HL):

Working with play texts

Researching and examining the various contexts of at least one published play text

Reflecting on live theatre moments they have experienced as spectators

**Theatre processes**

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

Creating

Designing

Directing

Performing

Spectating

Working with play texts (SL and HL):

Working with play texts

Taking part in the practical exploration of at least two contrasting published play texts

Engaging with the process of transforming a play text into action

**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

Working with play texts (SL and HL):

Working with play texts

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Directing and presenting at least one scene or section from one published play text to others

 **ATL Skills**

 **Approaches to Learning**

 **Thinking**

- In this unit, we will

give students time to think through their answers before asking them for a response

reward a new personal understanding, solution or approach to an issue

ask open questions

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

include a reflection activity



**Self-management**

- In this unit, we will

set deadlines for students to meet

require students to revise and improve on work previously submitted

ask students to set their own learning goals

ask students to break down a larger task into specific steps

ask students to look for personal relevance in the subject matter

give students feedback on their approach to a task

model positive skills and behaviours such as being well organized and punctual

help students to learn from failures or mistakes

create an atmosphere where students do not think they have to get everything right first time

discuss planning and approaches to revision

 **Developing IB Learners**

 **Learner Profile**



Communicators

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Risk-takers (Courageous)



## Assessment



### Assessment criteria

#### SL Criteria

##### External Assessment

Task 2: Director's notebook

- A. Theatre in context: The play text, its context and the ideas presented
- B. Theatre processes: Artistic responses and live theatre experiences
- C. Presenting theatre: The director's intentions and intended impact
- D. Presenting theatre: The staging of two moments of the play

#### HL Criteria

##### External Assessment

Task 2: Director's notebook

- A. Theatre in context: The play text, its context and the ideas presented
- B. Theatre processes: Artistic responses and live theatre experiences
- C. Presenting theatre: The director's intentions and intended impact
- D. Presenting theatre: The staging of two moments of the play

Description