

## Summary

### Director's Notebook (Mock)

Subject	Year	Start date	Duration
Theatre	IB1	Week 1, September	8 weeks

#### Course Part

One of the four assessed modules.

#### Description

We will explore a range of strategies for taking a play script from 'page to stage'. We will watch a range of live theatre productions and explore how we can take inspiration from these and adapt them for our own productions. We will refine our skills for articulating our artistic and creative intentions across the directorial and design elements.

## Inquiry & Purpose

### Inquiry / Higher Order Questions

Type	Inquiry Questions
Skills-based	How do we take plays from page to stage?

## Curriculum

### Aims

- Enjoy lifelong engagement with the arts
- Understand the dynamic and changing nature of the arts
- Express ideas with confidence and competence
- 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)

### Objectives

#### **Demonstrate knowledge and understanding of specified content**

- 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**

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**

discuss and justify choices

**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)

 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

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:

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

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

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Designing

Directing

Spectating

Creating theatre based on theatre theory (HL only):

Engaging with the process of creating a piece of theatre based on their theory

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

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

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

### ATL Skills

#### Approaches to Learning

##### Description

Clearly communicate your vision for your production of your chosen play.

Research other live productions and explore how you can take inspiration from these when communicating your own vision.



#### Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other

ask students to monitor and check the quality of their writing

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### Research

- In this unit, we will

require students to practise effective online search skills (for example, use of Booleans and search limiters)

require students to record their search for sources in steps (types of search engines, search terms, and so on)



### Developing IB Learners

#### ☆ Learner Profile



Thinkers



Balanced