

Summary

HL Solo

Subject	Year	Start date	Duration
Theatre	IB1	Week 1, February	12 weeks

Course Part

One of the four assessed modules.

Description

Students will research their chosen theatre practitioner, create a piece of theatre based on their theory and complete a 3000 word report based on their research and practice.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type

Inquiry Questions

Skills-based

How can you adapt an established theatre practitioner's theory to express you own artistic ideas?

Curriculum

Aims

Enjoy lifelong engagement with the arts

Become informed, reflective and critical practitioners in the arts

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

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 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

Creating theatre based on theatre theory (HL only):

Creating theatre based on theatre theory

Researching and examining the various contexts of at least one theatre theorist

Working with play texts (SL and HL):

Working with play texts

Theatre processes

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

Creating

Designing

Directing

Performing

Creating theatre based on theatre theory (HL only):

Creating theatre based on theatre theory

Practically exploring at least one theatre theorist collaboratively

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

Working with play texts (SL and HL):

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

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

Creating theatre based on theatre theory (HL only):

Creating theatre based on theatre theory

Creating, presenting and evaluating at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored

ATL Skills

Approaches to Learning



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
 - give students feedback on their approach to a task
 - 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



Research

- In this unit, we will
 - require students to formulate/construct a focused research question (either in class or in a homework assignment)
 - reward or encourage correct citing and referencing
 - assign a task that required students to use the library
 - require students to practise effective online search skills (for example, use of Booleans and search limiters)
 - provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources
 - require students to record their search for sources in steps (types of search engines, search terms, and so on)
 - give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable
 - discuss or model the importance of academic honesty and clear acknowledgment of sources



Developing IB Learners

Learner Profile



Inquirers



Balanced



Assessment



Assessment criteria

External Assessment

Task 1: Solo theatre piece (HL only)

- A. Theatre in context: The context of the theorist and the selected aspect(s) of the theatre theory
- B. Theatre processes: Practical explorations of the aspect(s) of theory and the development of the solo theatre piece
- C. Presenting theatre: Theatre theory in practice
- D. Presenting theatre: Evaluation of the solo theatre piece and reflections

Description