

Summary

Play Exploration

Subject	Year	Start date	Duration
Theatre	IB2	Week 3, September	5 weeks

Course Part

Preparation for one of the four assessed modules

Description

Students will research, watch and read a number of published plays in order to prepare for the Director's Notebook task. Students will need to make notes of live theatre productions they have watched and decide on a published play to use as the source material for their Director's Notebook.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type

Inquiry Questions

Skills-based

What does it take to bring a play from page to stage?

Curriculum

Aims

Enjoy lifelong engagement with the arts

Explore and value the diversity of the arts across time, place and cultures

Develop perceptual and analytical skills

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

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

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

IB DP IB Theatre (IB2)

 **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
 - ask open questions
 - set students a task which required higher-order thinking skills (such as analysis or evaluation)
 - help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)
 - include a reflection activity

 **Research**

- In this unit, we will
 - 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)
 - discuss or model the importance of academic honesty and clear acknowledgment of sources

 **Developing IB Learners**

 **Learner Profile**

 Inquirers

 Open-minded