

## Summary

### Practical Exploration

Subject	Year	Start date	Duration
Theatre	IB1	Week 1, January	4 weeks

#### Course Part

Preparation for Director's Notebook and HL Solo

#### Description

Unit allowing the practical exploration of play texts/practitioners selected by students in preparation for HL Solo module.

## Inquiry & Purpose

### ? Inquiry / Higher Order Questions

#### Type

#### Inquiry Questions

Skills-based

How can you take an existing play text/ theatre theorist and adapt it to express your own creative ideas?

## 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
- Understand and engage in the processes of transforming ideas into action (theatre processes)

### ◇ Objectives

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

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

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)

## 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)

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

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

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

Reflecting on live theatre moments they have experienced as spectators

Collaboratively creating original theatre (SL and HL):

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

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):

- 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

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
- 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

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

Communicate their own artistic ideas.

Manage their own rehearsal and development time.



### Communication

- In this unit, we will

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

assess or give feedback on speaking or writing concisely

encourage all students to contribute to discussions



### Self-management

- In this unit, we will

set deadlines for students to meet

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

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

help students to learn from failures or mistakes



## Developing IB Learners

### Learner Profile



Risk-takers (Courageous)



Reflective

#### Description

Students will be encouraged to take risks and create exciting, innovative pieces of theatre.

Students will need to reflect on their practical explorations and how they can improve their practice as they embark on their HL Solos.