

Summary

Practitioner Exploration

Subject	Year	Start date	Duration
Theatre	IB1	Week 1, November	6 weeks

Course Part

Research for one of the four assessed modules.

Description

In preparation for the HL Solo/Director's Notebook, we will begin to research and practically explore a range of influential theatre practitioners and consider their contribution to the theatre and how we can adapt them for our own contexts and intentions.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type

Inquiry Questions

Content-based

How do theatre practitioners shape and develop theatre in their own contexts and in ours?

Curriculum

Aims

Become informed, reflective and critical practitioners in 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)

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

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

evaluate their work and the work of others

Select, use and apply a variety of appropriate skills and techniques

demonstrate organization of material including use and attribution of sources

Syllabus Content

Theatre in context

Contexts:

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

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

The understanding of the significance of theatre and its impact on the lives of particular communities within a specific cultural context

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

Collaboratively creating original theatre (SL and HL):

Collaboratively creating original theatre

Researching and examining the various contexts of at least one starting point (idea, issue, theme, non-dramatic text, music, object, image, event or site)

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

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

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

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

Description

Research a range of theatre practitioners and explore the contributions they have made.

Think about how you can adapt these and apply them to your own theatre practice.

Thinking

- In this unit, we will

ask open questions

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

require students to take an unfamiliar viewpoint into account when formulating arguments

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 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



Knowledgeable

Description

Students will undertake an inquiry into a range of practitioners and formulate their own ideas and responses.

Students will become more knowledgeable about approaches to theatre and the influences practitioners have had over time.