

Summary

Research Presentation

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

Course Part

One of the four assessed modules.

Description

Students will select a World Theatre Tradition from the approved list and begin to research and prepare their preparation. They will create a short performance of one area of the tradition and present this, along with their research, in a 15 minute presentation to the class.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type

Inquiry Questions

Skills-based

How can we learn from and apply World Theatre traditions?

Curriculum

Aims

Enjoy lifelong engagement with the arts

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)

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

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

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

Examining world theatre traditions (SL and HL):

Examining world theatre traditions

Researching and examining the various contexts of at least one world theatre tradition

Theatre processes

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

Creating

Designing

Directing

Performing

Spectating

Examining world theatre traditions (SL and HL)

Examining world theatre traditions

Practically examining the performance conventions of at least one world theatre tradition

Applying this to the staging of one particular moment 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

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

Examining world theatre traditions (SL and HL):

Examining world theatre traditions

Presenting a moment of theatre to others that demonstrates the performance convention(s) of at least one world theatre tradition

ATL Skills

Approaches to Learning

Communication

- In this unit, we will
 - ask students to explain their understanding of a text or idea to each other
 - have students give an oral presentation without reading from their notes
 - ask students to monitor and check the quality of their writing
 - construct a task so that students practise their listening skills
 - assess or give feedback on speaking or writing concisely
 - encourage or require students to plan a response before they begin
 - encourage all students to contribute to discussions



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



Knowledgeable

Assessment

Assessment criteria

SL Criteria

External Assessment

Task 3: Research presentation

- A. Theatre in context: The tradition
- B. Theatre processes: Practical research and approaches to application
- C. Presenting theatre: The presentation of the moment of theatre
- D. Theatre in context: The learner

HL Criteria

External Assessment

Task 3: Research presentation

- A. Theatre in context: The tradition
- B. Theatre processes: Practical research and approaches to application
- C. Presenting theatre: The presentation of the moment of theatre
- D. Theatre in context: The learner

Description