**Curriculum**

**IB Theatre Arts Y2**

**Course Overview**

A comprehensive, two-year program that allows students to experience and participate in a wide and varied range of theatre activities. Students will become familiar with theatre from their own and different cultures, study historical contexts of theatre, become reflective and critical practitioners in theatre and develop the confidence to explore, experiment and work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre. The curriculum is divided into three major components: Theatre in the Making, Theatre in Performance and Theatre in the World. Students will also keep a detailed journal documenting their two-year journey, and devise their own piece of theatre in an independent project. Assessment is focused on the process of theatre creation and a dynamic, holistic over-view of theatre as an evolving art form as opposed to strictly acting and putting on a show. Students at both HL and SL will explore acting, writing, directing and designing theatre with the HL students taking on more advanced analysis and additional projects.

**Department Standards**

Creating, performing, and participating in the Theater Arts.

Knowing and using Theatrical materials and resources.

Responding to and analyzing works within the Theater Arts.

Understanding the cultural contributions of the Theater Arts to the local and wider community.

**Benchmarks**:

1. demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture. (1,2, 3,4)
2. demonstrate an understanding of production elements and theatre practices. (1,2,3,4)
3. evaluate critically a range of diverse performances. (1,3)
4. engage practically in creating and presenting performances, which will include a basic level of technical proficiency. (2,4)
5. reflect on their own development in theatre through continual self-evaluation and recording. (1,3)
6. acquire appropriate research skills and apply them. (1,2,3)
7. demonstrate an ability to interpret playtexts and other types of performance texts analytically and imaginatively. (1,2,3)
8. demonstrate initiative and perseverance in both individual and group projects. (1,2,3,4)
9. evaluate the relevance of selected research sources to personal practice (1,2,3)
10. demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators. (1,2,3,4)

**Performance Indicators**

Understands the theoretical basis of performance traditions and practices (1, 1a, 10a)

Understands the theoretical basis of production elements. (1,2a, 7a, 10a)

Understands how historical and cultural contexts effect and have shaped theatre in reference to dramatic themes, universal concepts, symbolic information and social meaning. (1, 1a, 2a, 10a)

Understands how varying collaborative efforts and artistic choices can affect a performance. (1, 3a, 4a, 5a, 8a)

Understands how the context in which a dramatic performance is set can enhance or hinder its effectiveness (1, 10a)

Understands how theorists, practitioners and artists have contributed to theatre arts and how personal and cultural experiences can affect an artist's dramatic work (1, 1a, 2a, 3a, 7a)

Demonstrates an understanding of a range of themes and issues studied through practical performances (2, 1a, 2a, 4a, 5a, 7a)

Uses subject-specific terminology (composition, rhythm, status, etc.) (2, 5a)

Acquires and applies appropriate research skills (2, 9a, 6a)

Identifies and researches cultural, historical and symbolic clues in dramatic texts (2, 6a, 9a, 10a)

Explores through both spontaneous and structured activities (2, 4a, 5a)

Demonstrates practical knowledge associated with theatrical practices and traditions from more than one culture (2, 1a, 2a)

Devises theatre from stimulus to realization. The process will include application of performance skills, exploring appropriate forms, character development and audience impact (2, 4a, 8a, 10a)

Applies concepts and techniques in production elements (2, 2a, 8a)

Organizes and conducts rehearsals (2, 4a)

Uses and presents a developmental journal that demonstrates aesthetic and critical awareness (3, 5a)

Evaluates own work and the work of others - both in written form and through discussion (3, 5a, 7a)

Discusses plays and dramatic texts from a director's perspective - considering: themes, staging techniques, production considerations and justifies selection of texts and visual and artistic choices (in situation, action, direction, design) (3, 3a, 10a)

Conceptualizes artistic interpretations for performances (3, 2a, 4a)

Interprets play texts and other types of performance texts analytically and imaginatively (3, 3a, 5a)

Articulates and justifies personal aesthetic criteria for comparing perceived artistic intent with the final aesthetic achievement (3, 3a, 7a, 10a)

Communicates directional choices (3, 4a, 8a, 10a)

Demonstrates sensitivity to own culture and others as shown through performance and written material (4, 3a, 4a, 5a)

Invites and accepts views from others as demonstrated through performance and written material (4, 3a, 5a)

Demonstrates perseverance, initiative and a willingness to take artistic risks as shown through performance, written material - individually and as part of an ensemble (4, 4a, 8a)

Supports and encourages peers towards a positive working environment (4, 4a, 8a)

Plans and organizes effectively in order to define and set goals, negotiate and make decisions (4, 8a)

Finds original, inventive and creative solutions (4, 4a, 8a, 10a)

Demonstrates commitment throughout process (tardy, absent, behavior, support, responsible) (4, 10a)

**Assessments**

*Internal Components:*

Theatre Performance and Production Presentation

Independent Project Portfolio

*External Components:*

Research Investigation

Practical Performance Proposal

**Core Topics**

Theatre in Performance (TP)

Theatre in the World (TW)

Theatre in the Making (TM)

Independent Project (IP)

Journal (J)

**Specific Content**

*QUARTER SIX (second year)*

Fall Performance Project – continued.

-fall show in November.

Tech Work (TP)

-IB students doing various tech assignments for the middle school musical.

-stage management

-show runner

-props master

-light design

-run lights

-assist make-up and costume.

-tech work as mock work for PPP.

TPPP mock (TM,TP,TW,J)

-ten minute oral exam

-analysis and synthesis of production elements in shows seen and shows participated in.

HL students include theoretical insights

Independent Projects (TM,TP)

-choice of projects HL, SL

-casting and vetting viability of choices

-reviewing guidelines, rubrics, requirements.

-using Independent Project as a key into the PPP.

Journal/Elements/Vocabulary/play analysis review end of semester.

*QUARTER SEVEN (second year)*

Independent Projects (IP)

-productions go up before February break.

-final Independent Project Portfolio due end of first week of March

\*trip into London for final show – hopefully a world theatre show or something from a unique tradition.

-oral or written analysis based on show.

Student Tech Work (TM,TP)

-upper school musical

-IB students in various roles depending on need.

Review Unit and the TPPP

-putting it all together.

-outlining the two year experience, what’s relevant?

-TPPP oral exams the final week before spring break.

\*PPP stimuli assigned approximately third week in March

-students have thirty days to independently complete the assignment.

Practical Play Proposal

-reviewing practice and approaches to scripts, devising.

-reviewing production elements and relations to themes.

-reviewing requirements of the assignment.

*QUARTER EIGHT (second year)*

Practical Play Proposal due the week students return from spring break.

IB students on study leave.

**Resources**

A varied selection of play texts from world theatre.

The Empty Space by Peter Brooks

Drama and Theatre Studies at the AS/A Level by Jonothan Neelands and Warwick Dobson

Drama Through Practice – Jenni Whitteker

Drama AS and A2 by Melissa Jones

Students Guide to AS Drama and Theatre Studies by Robert Low and Philip Rush

Teaching Classroom Drama and Theatre, practical projects for secondary schools by Martin Lewis and John Rainer.

Impro by Keith Johnstone

Drama Games by Jessica Swale

The Physical Actor by Annie Loui

Brook, Boal, Brecht by Jeni Whittiker