

GRADES 11-12 ADVANCED THEATER ARTS - IB THEATER YEAR 2

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EXPECTATIONS OF CLASS

- Organize and attend rehearsals outside of class time.
- Excellent rehearsal and audience etiquette.
- Work independently both in class and outside of class time.
- Provide regular updates to the teacher regarding their independent work.
- Immediate and appropriate peer verbal feedback during class experimentation.
- Respect deadlines.
- Develop the theatre journal and use it in every written assessment to illustrate personal context and growth.
- Demonstrate mastery of theatrical terminology.
- Watch one new theatrical performance/show per month.

THEMES / CONTENT

- Directing a Play – selecting a play text to direct; develop creative ideas and artistic intentions, and successfully transforming these into practice.
- World theatre traditions – Independently research the history and contexts of an appropriate world theatre tradition. Explore the practice of the tradition and present a performance convention applied to a moment of theatre.
- Theatre Theory – Independently research a theatre theorist of the students’ choice in depth, and the different contexts that inform(ed)/influence(d) its development. Select an aspect of the theory to use in their performance of the solo piece.

- Performance – Apply the theory into practice through practical exploration and experimentation, using this to develop specific artistic intentions of their solo piece. Develop the performance and production elements that sustain their performance.
- Personal context and reflection.

PERFORMANCES

- Moment of Theatre for the Research Presentation.
- Solo Piece.

REPERTOIRE

- Student created and/or chosen.

ASSESSMENTS

- Research and sources.
- Director's Notebook.
- Research presentation.
- Live theatre reports.
- Theorist test.
- Solo piece.

PERFORMANCE INDICATORS

Creating

Explore and demonstrate different ways through which ideas can be presented and transformed into action. DOK3

Demonstrate appropriate skills and techniques in the creation of theatre in different specialist theatre roles (creator; designer; director; performer). DOK4 E

Understand theatre and its elements (such as tension, emotion, atmosphere, communicating meaning, character, plot, symbol and aesthetics). DOK2 E

Demonstrate awareness of different styles of theatre, different performance spaces, structures, narrative and non-narrative forms of theatre. DOK2 E

Evaluate a range of different approaches to making theatre, from diverse cultures and theatre traditions and performance practices including collaborative processes. DOK3 E

Experience practically the various processes of transforming play texts into live action, forming and communicating directorial intentions through text and visuals. DOK4

Performing

Demonstrate appropriate skills and techniques in the presentation of theatre in different specialist theatre roles (creator; designer; director; performer). DOK3 E

Demonstrate the ability to select, edit and present work appropriately. DOK3 E
Experience the practical presentation and performance skills of theatre practices from a variety of cultures. DOK3 E
Present ideas about theatre using a wide range of formats. DOK2
Analyze and present the performance conventions of a particular theatre tradition. DOK2

Responding

Present ideas, discoveries and learning, gained through research and practical exploration. DOK2
Explain what has informed, influenced and had impact on their work. DOK3 E
Evaluate their work and the work of others. DOK2 E
Explore and reflect on audience engagement and how artistic choices have an impact on an audience. DOK3 E

Connecting

Describe the relationship between theatre and its contexts. DOK3 E
Explain the relationship and significance of the integration of production, performance and research elements. DOK3
Demonstrate the ability to research and analyze play texts, theatre theorists, world theatre traditions and performance practices from a variety of cultural contexts. DOK4 E
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. DOK4