



Course: Acting I & II
Teacher: Lincoln Cochran
Year: IB MYP Years 4-5 (Grades 9-10)

Course Description:

Acting I & II is designed to heighten student interest in theatrical performance through introspective techniques, enabling the thespian to fully gain control of their mind, voice, and body. Upon completion of course-work students will be able to enter any given situation with the knowledge and skill set to place their ‘best-self’ forward in a communicatively positive way, that is under their control. The class or ensemble will begin the study and practice of various acting techniques, augmenting their personal repertoire / skill set with individual and ensemble reflection through rehearsal / practice in preparation for OSSAA District and State One Act Competition.

This unique skill practice of verbal, oral and physical study builds twice each week, allowing the actor to grow a series of exercise’s that allow him or her through solo and ensemble work to gain further control over their performance instrument, the human body. The student will learn through hands on exercises of performing techniques utilizing ‘the actor’s instrument’ the mind voice and body throughout Acting I & II. The student will practice both inside and outside of class each day, creating a theatrical notebook or journal of their daily experiences.

A wide range of acting techniques will be used from The Russian Revolution, Smashing The Fourth Wall, The American Revolution, Lee Strasberg, Stella Adler, Sanford Meisner, Viola Spolin, Bertold Brecht, Jersy Grotowski, and Tadashi Suzuki. The actors’ repertoire will be such that completely new texts to the actor will be presented each year so a student remaining in Acting I & II the complete two years will not perform or study the same text and/or technique twice in this class. Students will be assessed by live performances, rehearsal, peer on peer study and individual mastery of their personal technique. The course syllabus will contain a semester breakdown of known performances and deadlines as early in the year as possible. Students will perform in BTW Drama Theatrical outreach opportunities in our feeder middle schools, KIPP, Carver and Thoreau.

Our aims are: The aims of the teaching and study of MYP arts are for students to:

- understand how the arts play a role in developing and expressing personal and cultural identities
- appreciate how the arts innovate and communicate across time and culture
- become informed and reflective practitioners of the arts
- experience the process of making art in a variety of situations
- explore, express and communicate ideas
- become more effective learners, inquirers and thinkers
- develop self-confidence and self-awareness through art experiences
- appreciate lifelong learning in and enjoyment of the arts.

You will begin to embody the IB Learner Profile as you display the following qualities: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

Title	AOI	Question	Topic	Assessment
Fall Production	Community and Service	Why do we perform great music?	Fall Production	Teacher Based
BTW Drama Outreach	Social Education	How do we prepare middle school students for performance?	BTW Drama Outreach	Selected School Administrator Based
LOUDER THAN A BOMB! Poetry Slam	Human Ingenuity	What is the value of performance	LOUDER THAN A BOMB! Poetry Slam	Peer Adjudicator Based Finalists form our school team
State One Act Regional Contest	Approaches to Learning	How can we continue to improve?	State Regional Contest	Adjudicator Based
Spring Production	Community and Service	Why do we perform great music?	Spring Concert	Teacher Based

At the end of the year, the following IB MYP specific objectives will be covered:

Each objective is elaborated upon by several bullet points. All points in each objective should be met in each year of the program, at the appropriate level.

A Knowledge and understanding

This objective focuses on building knowledge and understanding of both the art form and artistic processes.

It should inform the student's practice as a young artist and allow him or her to appraise other artworks. The learning a student experiences will impact on his or her art making and expression or interpretation in **objective B**.

At the end of the course, students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts.
- demonstrate knowledge and understanding of the elements of the art form studied, including Specific vocabulary, concepts and processes.
- communicate a critical understanding of the art form studied in the context of their artwork.

B Application

This objective focuses on the practical application of the student's skills in the creation of artwork. This is strongly influenced by knowledge and understanding developed in relation to objective A.

The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

These processes should allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using their knowledge, understanding and skills, and may evolve during the course of

the student's work. At the end of the course, students should be able to:

- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions.
- apply skills, techniques and processes to create, perform and/or present art.

C Reflection and evaluation

This objective focuses on the way that a student gradually comes to feel and think like an artist.

Ongoing reflection should be more than just a record of what was done. Reflecting critically requires an artist to question and justify the choices that he or she has made and to develop an objective evaluation of his or her work. The student should show a growing insight into his or her own artistic development.

The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or

her artistic process or intent. Objective C is concerned **solely** with the student's reflections and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently. At the end of the course, students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work.
- use feedback to inform their artistic development and processes.

D Personal engagement

The main focus of this objective is the development of the attitudes essential to engage with the artistic processes and the art form studied. The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience. The student should develop his or her ability to interact with other students in a supportive and sensitive way. It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development. At the end of the course, students should be able to:

- demonstrate commitment using their artistic processes.
- demonstrate curiosity, self motivation, initiative and a willingness to take informed risks.
- support, encourage and work with their peers in a positive way.
- be receptive to art practices and artworks from various cultures, including their own.

Assessment is the term used to measure the students' demonstrations of learning:

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria: The following assessment criteria have been established by the IB for arts in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB validated grades and certification.

Criterion A Knowledge and understanding **Maximum 8**

Criterion B Application **Maximum 10**

Criterion C Reflection and evaluation **Maximum 8**

Criterion D Personal engagement **Maximum 8**

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.