

IBDP Theatre SL/HL

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

Available at both Standard and Higher Levels, students are internally assessed through a Collaborative Project and externally assessed through a Director's Notebook and a Research Presentation, and additionally through a Solo Theatre Piece at Higher Level.

For a more detailed exploration of this course, [the IB Subject Guide is available at this link for Standard Level](#) and [at this link for Higher Level](#).

World Theatre

With a focus on tradition, learners explore and research an unchanged world theatre tradition. In preparation for their DP Research Presentation, learners will engage in presentations highlighting a tradition and its context, physically demonstrating a convention, as well as reflecting on the impact the study of this tradition has had on them as a learner. Although research and connection are emphasized, as students approach this unit from the perspective of a performer, the aim of the unit is understanding how to practically and

physically explore performance conventions and the significance of the cultural contexts in which they originate.

Building an Ensemble

This unit requires students to see themselves as collaborative creators of theatre. Students build on their social skills, as they get to know each others strengths, experiences and passions before they delve into the process of creating theatre. They investigate and align their ensemble building process on that of professional companies who create original theatre. Artistic choices, intentions and meaning are significant, as the students evaluate their performance through analysis of audience response, and connect this to their understanding of the nature of collaboration realized in the process of performance production. This is documented and evidenced in their DP Collaborative Project portfolio and performance.

Theorists and theory

This unit requires students to create, direct, design and perform theatre. Understanding the relationship between theatre theory and practice is essential as this unit aims to explore the practical implications of a theorists work. Students demonstrate their understanding of how performance and production elements are informed by theory and the impact this has on the art created. Students explore and study one theorist as a class, before commencing their individual inquiry, analysis and application of a theorist of their choice to be completed for their Higher Level DP Solo Project.

Directors Notebook

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

Assessment in the Diploma Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our IB Diploma teachers develop rigorous tasks that embrace a variety of strategies in line with desired learning outcomes and with each course's internal and external assessments.

Working backwards from these assessment components, teachers craft learning experiences which support each learner's mastery of key content, concepts, and skills in every subject. Learners can expect to receive regular feedback on all three elements, with important culminating experiences such as IA drafts and mock examinations in the second year. For culminating tasks, teachers and learners are guided by criteria provided at least one week prior to the due date. DP teachers also work to ensure that learners not only understand but engage in applying evaluation criteria to their own work as well as that of their peers. Core components such as Theory of Knowledge, CAS, and the Extended Essay support each learner's progress across the programme, as learners apply critical thinking, the design cycle, and research skills to each subject.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on

learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.