

Course Title	Theater Arts IB HL1 & HL2	Course Code	Code
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**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	Visual and Performing Arts			Course Title	Theater Arts IB HL1 & IB HL2			
Course Code				Grade Level(s)	11 th and 12th		Course Length	2 Years
Credits/Semester	5	Required for Graduation?			No		Elective Credit?	Yes
Prerequisites								
Community College Articulation?				Name of College				
UC/CSU Articulation?		Yes		Name of University		CSU		
Meets UC/CSU “a-g” Requirement?		Yes		Meets NCAA Requirement?		Yes	Weighted Course Credit?	

COURSE DESCRIPTION

Theatre IB HL 11th and 12th grade, provides rigorous practical experience in the creation, development and production of theatre. Students are trained to utilize higher level thinking skills necessary for critically appraising and solving theatrical problems. Students have the opportunity to create and present characterizations from a variety of culturally diverse, published works and write, direct and design plays and theatrical pieces that foster an appreciation for the varied cultures of the world. Students research and reflect upon the Interdisciplinary connections between theatre and all other areas of education. Students learn to embrace the concept of internationalism as they explore Theatre in the Making, Theatre in Performance, and Theatre in the World. Projects are thoroughly documented using journals which are assessed individually. Assessment is made not only on the theatrical projects, but on the development of creative processes used to complete these projects. This course prepares students for the International Baccalaureate Theatre Arts HL assessment.

GOALS: (Expected performance outcomes for students)

The aims of the Theatre Arts IB HL1 & HL 2 courses are to enable students to:

1. experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
2. become familiar with forms of theatre from their own and different cultures
3. explore different theatre traditions in their historical contexts
4. develop academic skills appropriate for the study and understanding of theatre
5. become reflective and critical practitioners in theatre
6. develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre
7. understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

California Content Standards

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This Course meets all CA state standards for this course and the IB standards.

Evaluation

Assessment in IB Theatre is equally divided between external marking and internal assessment followed by moderation. Each assessment component carries a weighting of 25%.

External Assessment 50%

Research Investigation 25%

Students are required to produce a research investigation of 2,000–2,500 words with supporting visual materials.

Students at HL must undertake personal dramaturgical research into an unfamiliar theatrical practice for the production of a play or theatre piece. Students should select a specific aspect of a play or theatre piece from the chosen theatrical practice to research, and then formulate a research question to answer. Students should collect, edit and present their research to contribute to a realization of the play/theatre piece from the chosen theatrical practice.

Students at HL are also required to write a critique of the sources used in the research investigation. For the critique to be effective, these sources must be relevant to the specifics of the research undertaken. This critique should form a separate section at the end of the research investigation. It should clearly demonstrate the student's understanding of the sources used and their relevance to the investigation.

Practical Performance Proposal 25%

Students are required to produce a proposal of 250 words with supporting visual materials and a report of 1,000–1,250 words.

Students at HL must adopt a directorial perspective and write a rationale, outline and detailed description of a proposal for staging a performance. This proposal should originate from one of the IBO prescribed performance stimuli. It should include written work, scenarios, images, storyboards and any other materials that convey the essence of the proposed performance, and the practical preparations necessary to realize it. Students should ensure that the proposal contains appropriate visual materials and does not depend solely on written descriptions.

Students at HL should also include a report on the wider theoretical context of the proposed performance, based on the research they have done and the experience and personal perspective they have developed during the preparation period.

Internal Assessment 50%

Theatre Performance and Production Presentation 25%

Students are required to do an oral presentation lasting 30 minutes with 7–10 Students must give an oral presentation on their involvement in the performance and production aspects of all areas of the core syllabus. The presentation should be made to the teacher and the class, accompanied by a set of images to illustrate or counterpoint the spoken word. The presentation must be recorded on CD or audio cassette and the set of images (each not exceeding A4 size) should be arranged to accompany the presentation in any way of the student's choosing. This may take the form of a slide show presentation but is equally valid as a set of A4 photocopies.

The oral presentation should be made in the second year of study, when it will be informed by students' increased maturity and experience in theatre. It should be focused on one or two performances in which the student has been involved.

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Independent Project Portfolio 25%

Students are required to produce a portfolio of 3,000 words on their independent project (either Option A or Option B) and its connection to their experiences in the core syllabus.

Students at HL must prepare an independent project portfolio that shows the development of their independent project and its connection to their experiences in the core syllabus. The portfolio could include an amalgam of carefully selected and edited insights from their journal, showing how their explorations in theatre have influenced their independent project.

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A