THEATRE 3/IB: ADVANCED THEATRE
Grades 11 and 12

Unit of Credit: One Year (SL) and Two Years (HL) (Elective)

Prerequisite: Theatre 2 and Audition

Course Overview:
Students in Theatre 3/IB: Advanced Theatre become acquainted with several selected areas of theatre, including presentation and technical work. Students gain advanced knowledge and appreciation of the theatre. Public and in-class performances are a central feature of this class. Students are expected to invest time out of class for performances and class projects. Students at this level are expected to demonstrate strong leadership potential and to advocate for theatre arts. Students are assessed through in-class and public performances, both in terms of process and production, pre-production tasks, and through critiques of out-of-class theatre performances. In addition, students at the IB level will be assessed via four specific assessments as determined by the International Baccalaureate; the assessments are both internally and externally assessed. Core areas include Theatre in Context, Theatre Processes, and Theatre in Performance.

Units of Study/Vocabulary:
- Theatre terminology
- Theatre history/Theatre in Context
- Ensemble
- Performance
- Theatrical literacy
- Theatre etiquette and responsibility
- Aesthetics/Design/Theatre Processes
- Leadership
- Advocacy

IB Assessments:
- **Internal Assessments:**
  - Collaborative Project (SL and HL)
    - Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specific target audience, created from a starting point of their choice.

- **External Assessments:**
  - Solo Theatre Piece (HL only)
    - Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory.
  - Director's Notebook (SL and HL)
    - Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.
  - Research presentation (SL and HL)

- Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Theatre artists rely on intuition, curiosity, and critical inquiry.
- **Essential Question(s):** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH:Cr.1.1.I

a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
b. Explore the impact of technology on design choices in a drama/theatre work.
c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

- I can improvise various characters.
- I can create various characters when performing scripted scenes.
- I can demonstrate an understanding of production responsibility.
- I can work within and lead an ensemble.
- I can demonstrate an understanding of the physicality of a character during blocking.
- I can demonstrate an understanding of appropriate stage vocalization and projection.
- I can select and utilize appropriate technical elements in a theatrical work.
- I can write for a theatrical work.
- I can research concepts and apply them to create a theatrical work.
- I can demonstrate knowledge to create a total production environment.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.
- **Essential Question:** How, when, and why do theatre artists' choices change?

TH:Cr2.1.I

a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

- I can justify my choices in the rehearsal process and in performance.
- I can effectively communicate my performance, directing, and design intentions to the audience.
- I can develop criteria to justify personal viewpoints, becoming receptive to alternative aesthetic and artistic choices.
- I can constructively critique my own work and the work of my classmates.
- I can identify and perform a variety of theatre styles.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.
- **Essential Question:** How do theatre artists transform and edit their initial ideas?

TH:Cr3.1.I

a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

- I can organize rehearsals for improvised and scripted scenes.
- I can collaborate through the rehearsal and performance processes.
- I can demonstrate the ability to footprint my process through taking and implementing directorial notes.
- I can effectively direct peers in a production setting.
- I can lead rehearsal with proper etiquette between myself, my partners, and my instructor.
- I can use the elements of technical theatre/design as they apply to rehearsal and performance.
- I can apply the technical needs for various styles of production.
- I can develop a design for various texts used in class.
- I can execute my design in a safe and functional manner.
- I can perform these responsibilities without continual input or instruction.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Theatre artists make strong choices to effectively convey meaning.
- **Essential Question:** Why are strong choices essential to interpreting a drama or theatre piece?

TH:Pr4.1.I

a. Examine how character relationships assist in telling the story of a drama/theatre work.
b. Shape character choices using given circumstances in a drama/theatre work.

- I can use research to make artistic choices.
- I can perform various styles of theatre.
- I can identify various styles of theatre.
- I can recognize the technical needs for various styles of production.
- I can apply the use of dance/movement, music, and various forms of media to theatrical works.
- I can express my own cultural perspective on my theatrical work.
- I can select with the intent to stage material from a variety of performance styles.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.
- **Essential Question:** What can I do to fully prepare a performance or technical design?

TH:Pr5.1.I
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
b. Use researched technical elements to increase the impact of design for a drama/theatre production.

- I can appropriately modify my voice and guide others to convey meaning and characterization through articulation, projection, and tone.
- I can choose for myself and help to guide others' appropriate physical characteristics of face and body for performance.
- I can demonstrate an advanced understanding of directing and blocking.
- I can apply and guide others to develop more complex technical/design elements to enhance performance through use of costumes, props, scenery, lighting, sound, and makeup.
- I can recognize the technical needs for various styles of production.
- I can execute technical needs in a safe and functional manner.
- I can demonstrate advanced stage management skills.
- I can design, implement, and evaluate promotional and business plans.
- I can demonstrate knowledge of how to create a total production environment.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- **Essential Question:** What happens when theatre artists and audiences share a creative experience?

TH:Pr6.1.I
a. Perform a scripted drama/theatre work for a specific audience.

- I understand that theatrical performances represent universal concepts.
- I can convey the ideas of my performance to appropriate audiences.
- I can accurately memorize and perform a variety of texts.
- I can create, plan, rehearse, and implement a public performance.
- I can demonstrate and lead others to demonstrate proper performance etiquette between myself, my partners, and my instructor.
- I can demonstrate how to write for the production of theatrical works.
- I can perform these responsibilities without continual input or instruction.

RESPONDING
Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- **Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

TH:Re7.1.I
a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

- I can choose a piece of theatre outside of class to critique.
- I can analyze and critique performances outside of class.
- I can appropriately respond to my classmates' in-class performances.
- I can identify and discuss in depth the elements of theatre (idea/theme, plot, character, language, music, spectacle) in a variety of performances.
- I can identify cultural symbols in theatrical works.
- I can research cultural and historic references to aid in making artistic choices.
- I can recognize the impact of various art forms on an audience.
- I can understand how to use other art forms, including dance/movement, music, or various forms of media, in theatrical works.
- I can compare and contrast elements of various theatrical productions.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- **Essential Question:** How can the same work of art communicate different messages to different people?

TH:Re8.1.I
a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

- I relate and connect my personal experiences to theatrical works.
- I recognize cultural sources of theatrical works, including American, global, and musical theatre traditions and use these to create new theatrical works.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- **Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

TH:Re9.1.I
a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
b. Consider the aesthetics of the production elements in a drama/theatre work.
c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

- I can apply theatrical vocabulary used in class to evaluate performances/texts.

- I can analyze and evaluate the choices made by a variety of production teams.
- I can articulate my understanding of the impact of a theatrical work on an audience.
- I can write a properly formatted, carefully proofread, articulate critique of a performance.
- I can perform these responsibilities without continual input or instruction.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- **Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH:Cn10.1.I

a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.

- I can understand and articulate perspectives outside my worldview.
- I can demonstrate and lead my classmates to an understanding of theatrical traditions, including theatre etiquette.
- I can understand the impact of the audience upon theatrical productions.
- I can understand and control my personal response to a live audience.
- I can perform these responsibilities without continual input or instruction.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
- **Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

TH:Cn11.1.I

a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

- I can create new theatrical works inspired by different cultural, global, and historic belief systems I have explored.

- **Enduring Understanding:** Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
- **Essential Question:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

TH:Cn11.2.I

a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

b. Use basic theatre research methods to better understand the social and cultural background of a

drama/theatre work.

- I understand and can apply theatrical traditions from particular cultures in my own performance work.
- I can research a variety of styles of theatre and apply it to my own performance work.
- I can incorporate my analysis of theatrical works into the creation of a public performance.
- I can demonstrate an understanding that theatre represents universal concepts and use this understanding in my own performance work.
- I can use theatre as a force for political or social change.
- I can perform these responsibilities without continual input or instruction.