



1. COURSE DESCRIPTION

Theatre (I, II, III) is a course designed to challenge students of all ability and talent levels to develop greater self-expression, stage presence, artistic awareness, self reflection, and acting skills through the art of stage performance.

IB learner profile provides the basis for our theatre curriculum, instruction and assessments. This course will create opportunities and experiences that will allow students to be genuine thinkers and inquirers, to increase their knowledge and encourage further connections across disciplines, to reflect upon themselves and their learning process, to become creative and critical thinkers, to be empowered to take responsibility for their own learning, to work effectively and cooperatively with others, to communicate ideas and thoughts confidently through different modes of expression, to show respect and empathy for the feelings of others, and to adopt a personal commitment to service.

To accomplish course objectives students are required to participate in class activities, as well as out-of-class requirements that include attendance or volunteering at live theatrical productions/events. Eight out-of-class hours are required.

2. COURSE AIMS

The aims of the teaching and study of this course 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

3. COURSE OBJECTIVES

The objectives of learning for this course indicate what students will be able to accomplish as a result of study. These objectives are related directly to assessment criteria.

A Knowledge and understanding

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 specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork

B Application

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

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 own artistic development and processes.

D Personal engagement

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

- show commitment in using their own 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.

4. NATIONAL STANDARDS/BENCHMARKS

Our state and national standards align very well with the aims and objectives of our theatre program of international education. This course is designed to help students develop knowledge, understanding, attitudes and skills for their active and responsible participation in a changing world.

Standard 1: Script writing through improvising, writing, and refining scripts based on personal experience & heritage, imagination, literature, and history

Standard 2: Acting by developing, communicating, and sustaining characters in improvisations and information and formal productions.

Standard 6: Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Standard 7: Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions.

5. AREAS OF INTERACTION

The five areas of interaction provide the main focus for developing the connections between disciplines, so that the students will learn in this course to see knowledge as an interrelated, coherent whole. The areas are: Approaches to Learning, Community and Service, Human Ingenuity, Environments and Health and Social Education.

Approaches to Learning: In this course students will develop an awareness of how they learn best, how they process thoughts and of which strategies will help them succeed in this course and others. Students in this course will have a daily journal to develop their organizational skills, set goals and document their daily personal results. The Developmental Workbook will also serve as a resource for students to reflect on how they learn best.

Community and Service: In this course students will find opportunities to provide service to others through performance. Importance will be given to the sense of community as it expands beyond the classroom. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Human Ingenuity: This course allows students to focus on the process and product of human creativity and their impact on life and society. Students in this course will appreciate and develop in themselves the human capacity to create,

transform, enjoy and improve the quality of life. Students will have activities, lessons and tasks that will initiate change, or that will allow the students to create, compose, manufacture, produce or even analyze the impact of what has been created, written, composed, etc.

Environments: Students will develop an awareness of their interdependence with the environment so that they understand and accept their responsibilities. They will analyze the importance of local and global environment.

Health and Social Education: Students will discuss and reflect on these aspects of their health: physical, emotional, and sociological. Comparisons will be made across times and cultures and of activities that cover the social aspect of societies, civilization, and the like.

6. DEVELOPMENTAL WORKBOOK

The developmental workbook is a tool that allows students to manage the processes of their own arts experience and artistic development. Personal ownership and engagement is key to students developing a responsible and creative approach to documenting their own artistic processes as part of this development. The intended use of the developmental workbook is to encourage and record experimentation and critical thinking. The student developmental workbook will include evidence of Personal Engagement, Knowledge and Understanding, Reflection and Evaluation and Application.

7. TEXTS & RESOURCES

All resources (including teaching videos, guided note-taking sheets, and supplemental learning materials) can be found online at www.kristaprice.com. Click “Educator” then “Theatre I” then “Course Content”.

8. TEACHING METHODOLOGY

Students will learn through inquiry strategies using a variety of individual and group work activities with the main goal of helping develop higher-order thinking skills. Strategies used include: teacher modeling/demonstration, acting activities (group and individual), process-drama, interaction with technology, student collaboration of ideas, and use of the Developmental Workbook.

For each unit of work students will answer unit questions, which will help them connect with the big ideas of the unit. Classes will be student centered.

Theatre I Units:

UNIT 1: Symphony & the Stage: Elements of Art in Theatre

Unit Question: What constitutes art?

Significant Concept: Art is for all, and it’s all around us.

UNIT 2: Story: Telling a Story on Stage

Unit Question: What makes a story worth telling?

Significant Concept: Life is lived and understood through stories.

UNIT 3: Improvisation: Acting in the Moment

Unit Question: What makes humans laugh?

Signif. Concept: Responding truthfully (even in imaginary circumstances) impacts others.

UNIT 4: Character & Scene Studies: Portraying Believable Characters

Unit Question: What does acting teach us about the human condition?

Significant Concept: Human emotion is universal.

UNIT 5: Performance:

Unit Question: When is art considered complete?

Significant Concept: There are knowledge and skills that students need to create an excellent product.

9. ASSESSMENTS

In this course students will be assessed on the four course objectives - Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement. Assessment tools will include: written tests/quizzes, developmental workbook, video recording analysis, successful theatre hours completion, personal performance evaluation, and group performance evaluation. Additionally, students are required to complete one live play/musical written critique.

10. GRADING PROCEDURE

Theatre is an ensemble performance-based course, therefore personal engagement and interaction is an item of assessment.

CATEGORY	GRADED ITEMS	% OF GRADE
Personal Engagement	Active involvement in class activities, games, and processes. Use of required materials.	40%
Process / Performance	Class performance (present, engaged, use of learned skills in performance, use of rehearsal time to ensure success)	30%
Assignments/Tests	Misc. assignments, quizzes, tests	20%
Out-of-Class Requirements	Theatre Hours & Written Critique	10%

Theatre is not an “easy A” class. However, all students can earn an A if they apply themselves fully. It is a requirement of this course that you seek to “get out of your comfort zone” and TRY, not that you demonstrate “TALENT”. Acting is a SKILL, and can be learned and demonstrated if students are open to and engaged in the process.