

## 8th Drama

Fall 2021

### Instructor:

Ms. Nordleaf

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Instructor Preferred Phone

360-598-5954



### Course Description

This course is 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 and design. These skills will not only help to promote good self-esteem but prepare them for both college and the workforce.

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 in the In-Person Classroom, in the Zoom Virtual Classroom and consistently complete the assigned work and self-reflections.

**Aims:** The aims of 8th Drama semester are to encourage and enable students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and discovery
- Make purposeful connections between investigation and the practice
- Understand the relationship between the art and its contexts
- Respond to and reflect on art deepen their understanding of the world
- Engage in an active relationship with theatre and encourage autonomous learning and exploration.
- Encourage the growth of creative, reflective and communication skills through practical work.
- Place emphasis on the artistic process and their understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection, and evaluation.

## OBJECTIVES

### Criterion A: Knowing and understanding

Students should be able to

- I. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- II. demonstrate understanding of the role of the art form in original or displaced contexts
- III. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

### Criterion B: Developing skills

Students should be able to:

- I. demonstrate the acquisition and development of the skills and techniques of the art form studied
- II. demonstrate the application of skills and techniques to create, perform and/or present art.

### Criterion C: Thinking creatively

Students should be able to:

- I. outline feasible, clear, imaginative and coherent artistic intention
- II. outline alternative perspectives and imaginative solutions
- III. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

### Criterion D: Responding

Students should be able to:

- I. outline connections and transfer learning to new settings
- II. create an artistic response inspired by the world around them
- III. evaluate the artwork of self and others.

## LEARNING THROUGH INQUIRY

Inquiry, in the broadest sense, is the process that people use to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning, and connecting. In all IB programs, inquiry develops curiosity and promotes critical and creative thinking.

This course structures sustained inquiry in arts by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning (ATL)** skills.

**Key concepts** promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the arts (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of arts are:

- 1) **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture, and nature. In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.
  
- 2) **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols, and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences. In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist, or place.
  
- 3) **Change** is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences. The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.
  
- 4) **Communication** is the exchange or transfer of signals, facts, ideas, and symbols. It requires a sender, a message, and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or nonverbal). Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.
  
- 5) Other key concepts can also be important in arts. **Creativity, culture, form, perspective, relationships**, as well as **time, place, and space**, are all key concepts easily applied in arts units of study.

#### **APPROACHES TO LEARNING:**

ATL skills are grouped into five categories that span the IB continuum of international education. IB programs identify discrete skills in each category that can be introduced, practiced, and consolidated in the classroom and beyond.

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

## THE PROCESS JOURNAL AND SELF-REFLECTION

The process journal 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 process journal is to encourage and record experimentation and critical thinking. The student process journal will include evidence of Knowledge and Understanding, Developmental skills, Thinking Creatively, and Response.

### Formats

- Electronic/digital, non-interactive: document, filmed or recorded
- Interactive website, blog, wiki, portfolio, podcast
- Embedded reference material (for example, on essay formats submitted electronically)

### Structure

- Students will write reflections of each class following a guided rubric.

### Uses

- A working, living document that shows evolution of thoughts and ideas over time
- A tool for reflecting and supporting assessment of all strands of all criteria
- Evidence used for assessment of all four objectives of MYP arts
- A place to generate questions, investigate, incorporate selected, edited and/or annotated research
- A place to practice, experiment and document process
- A place to document creative thinking

### Contents

- Outline of student process and development
- Feedback consideration of self and others
- Artistic intention—initial and developing
- Notation of ideas written, musical, visual, aural, oral, etc
- Time planning, action plans, envisaging and expressing possible alternatives
- Notes or artifacts from inspirational videos and performances
- Notes, Mind Maps®, color boards, mood boards, sketches, photos, links, etc

### Units and Topics:

#### Unit 1: YES, AND... IMPROVISATION

**Statement of Inquiry:** What does it mean to be a working member of an ensemble?

**Global Context:** fairness and development

**Projects:** Team-building activities

- Ensemble work
- Theatre Vocabulary
- Rules and structure
- Performance

**Unit 2: CREATING THEATRE**

**Statement of Inquiry:** How does a designer use the process of making theatre to make an impact on your audience.

**Global Context:** Identities & Relationships, Science & Technology

**Text Analysis:** *The Woodsman* Digital Theatre Plus

**Projects:** Responses to live performances of Theatre & Text – written and theoretical design work

**Unit 3: DEVSING**

**Statement of Inquiry:** How does a creator use the process of making theatre to make an impact on their audience?

**Global Context:** Personal and Cultural expression

**Projects:** Responses to live performances of Theatre

- Team-building activities
- Creating an original script
- Ensemble work
- Identifying dramatic theorists
- Characterization and performance
- Movement

**ASSESSMENT**

The instructor employs a range of formative and summative instruments to guide instruction and ensure that students and parents clearly appreciate the successes and challenges encountered in the curriculum. West Sound students, parents, and teachers are firmly committed to the integrity of the assessment process.

**STUDENT SKILLS (20%)** Student skills including: focus, preparation, responsibility, cooperation, collaboration, and time-management are strongly correlated with academic success. These are also marked using the student skills rubric each week. Full participation requires conscientious and consistent preparation. Consistently turning quality work in on-time and participating actively in classroom activities will lead to earning the full mark.

**Focus:**

- Listens Attentively
- Participation Enhances Classroom Learning

**Responsibility:**

- Comes to class prepared & engaged
- Treats others with kindness

**Follow-Through:**

- Completes work and turns in work on time  
Strives to produce quality work

**Collaboration:**

- Listens to presenters & classmates, offers ideas, and shares the workload on project-based assessments.

**Growth Mindset**

- Demonstrates persistence and resilience, open-minded in the face of challenge

**FORMATIVE ASSESSMENT (50%):** These are ongoing checks for learning and understanding in student self-reflections. They are marked based on specific content knowledge and understanding, organization of ideas, and language appropriate to the task. Students’ work is marked against standards or learning criteria. Self-reflection and class participation are key to success in drama class.

The *formative assessments are considered the steppingstones toward the Summative Assessment.*

**SUMMATIVE ASSESSMENT (30%):** At the end of each Mod students will complete one of the following: a summative unit project, paper, or performance. Students might also partake in individual and group projects and do self-assessments of their learning. Students will be required to demonstrate their knowledge, their understanding, applications of skills and concepts in a manner that is clear and organized in all the aforementioned forms of summative assessment.

- Summative assessment provides information about the attainment of knowledge
- Results translate to an overall level of achievement.
- The goal is to evaluate student learning at the end of an instructional unit by comparing it to the pre-IB standards.
- All grading will be based on pre-IB assessment rubrics and will be given to students as units begin

### Resources

All texts and articles required for this course will be provided by the instructor.

### Required materials:

- **Charged** laptop
- Charging cord for laptop – you are required to bring your laptop charger to class daily
- Computer access
- Headphones & Mic
- Internet access
- Pencils or pens (blue or black)
- A notebook
- A folder or binder for keeping class material
- KN95 grade mask for this course

### Academic Honesty

Students are expected to produce their own work in an ethical manner, with instructor support. Students will use only the tools and resources permitted for each assignment. Students will turn in original work for each assignment and will not allow another student to turn in work that he or she did not complete as his or her own. The instructor will provide students with clear guidelines on a given assignment. The instructor will explain, demonstrate, and model specific expectations on how to incorporate researched information into specific assignments.

### ACCOMMODATIONS

Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

**Guidelines and Procedures for the In Person and Zoom Classroom will be presented in a separate document.**

# 8th Theatre Syllabus Fall 2021

## Acknowledgement Form

**PLEASE RETURN THIS FORM ONLY – Thank you**

**By signing this form, you are acknowledging and agreeing to the above course syllabus.**

Today's Date \_\_\_\_\_

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_