

Explorations in Theatre and Art History

Instructor: Ms. Nordleaf

Preferred Contact Information

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COURSE DESCRIPTION

By examining works of art and theatre from diverse cultures and the relationships among these works, students will develop an understanding of global artistic traditions in Explorations in Theatre and Art History. Students will analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created.

Over the course of each Mod of this course, students will have been exposed to many works of art, various media, theatre performances, and a great deal of new vocabulary. Students will learn the fundamentals of looking at works of art and theatre, that interpretation of a work depends on the interpreter, and that you, too, are necessarily an interpreter. That is not to say that all interpretations are equally valid; interpretations can be well - or ill-formed, responsible or irresponsible, useful or useless, etc.; *opinion is not interpretation*.

Our line of inquiry is "Why does the man make art and what can we learn about the world from that art?"

AIMS

1. encourage the systematic and critical study of human experience and behavior; physical, political, economic and social environments; the history and development of the social and cultural institution
2. develop in the student the capacity to identify, to analyze critically, and to evaluate theories, concepts, and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe, analyze and interpret complex data and source material and to test hypotheses
4. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
5. enable the student to recognize that the knowledge and methodologies of the subjects in group 3 are contestable and that their study requires the acceptance of uncertainty

OBJECTIVES

Upon completion of this course, students will be able to...

- § Synthesize information and concepts gained from readings, lectures, assignments, and projects
- § Evaluate written material and reach conclusions
- § Conduct careful, thoughtful observations of objects related to art and society
- § Describe observations using appropriate terms
- § Interpret, analyze, and evaluate visual images and theatre productions
- § Compare, contrast, and classify stylistic characteristics in visual art and theatre
- § Articulate awareness of the history, religion, and philosophies of different cultures around the world and how this is reflected in visual art and theatre
- § Reflect on their observations and analysis in writing or as a podcast

While this is not specifically a studio class - we will participate in select hands-on and performance projects.

CLASS ROUTINE

Plan of the Week/Plan of the Day

Each day I will have a slide that tells you the plan of the day and what we will be working on. It will also have a reminder of what homework, projects, or assignments we have coming up. I also try to provide a slide on Mondays with the Plan of the Week.

Weekly Assignments: The 4 types of homework assignments you can expect during the week (and may vary at the teacher's discretion) will be a combination of the following:

- 1. Assigned Reading** - Tuesdays and Fridays we will discuss an assigned reading either from your textbook *The Annotated Mona Lisa* or an article assigned by the instructor - there may be breakout room sessions.
- 2. Art History videos** - will be discussed on Mondays and Thursdays with breakout room group work.
- 3. Reflection Journal Entries** – These are written reflections for your blog.
- 4. Theatre/Art History Blog** - We will be building blogs for this class so that you can post your reflections on your site.
- 5. Project work** – work on the ongoing group or individual projects.

ASSESSMENT

The purpose of grading is to communicate achievement to students, parents, and other institutions about the work students do in class. The only feedback on students' work that will be entered in the grade book on FACTS is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for Pre-IB assessments.

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 (40%): These are ongoing checks for learning and understanding. 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.

Formative assessment is used to check students' progress. The information gained guides the next steps in instruction and helps consider the additional learning opportunities needed to ensure success in the Summative Assessment.

The formative assessments are considered the stepping stones toward the Summative Assessment.

SUMMATIVE ASSESSMENT (40%): 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.

<p>REQUIRED MATERIALS:</p> <ul style="list-style-type: none">• Computer access• Internet access• Pencils or pens (blue or black)• A notebook• Working Mic• Working earbuds or headphones	<p>TEXTS:</p> <p><i>The Annotated Mona Lisa</i> by Carol Strickland</p> <p>WORKSPACE:</p> <p>When you are in your virtual classroom you will need to make sure you are in a space where you can move around.</p>
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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 the administration, faculty, student, and parents in the meeting.

Expectations, Class Guidelines, and Procedures for the In-Person and Zoom Classroom will be presented in a separate document.