

9th Theatre

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Instructor:

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Course Description

9th grade theatre gives opportunities to explore theatre as **actors, writers, directors, designers, technicians, and spectators** with a global perspective. We will be studying the creative production roles in theatre and how they design to impact an audience, how to work as an ensemble using Victorian Melodrama as our medium, and finally we will study the work of Frantic Assembly a Devising Theatre Company in the UK and create a devised theatre piece.

Students will create their own theatre pieces and will interpret the work of others. They will practice teamwork (ensemble) and the giving and accepting of ideas and will also function as solo artists. They will learn to confidently present themselves to a variety of audiences in a variety of situations, and they will learn to critically examine and reflect on their own work and the work of others. The practical skills they learn will help them express themselves imaginatively and creatively whilst preparing them for the Diploma course.

Aims

- Create and present Drama
- Develop Drama specific skills
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between Drama and its contexts
- Understand the relationship between art and its contexts
- Respond and reflect on performances
- 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: (these are more specific standards; see examples below)

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 an 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. demonstrates 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. develops a feasible, clear, imaginative, and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviors
- 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. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique 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.

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 and 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- Page to Stage

Statement of Inquiry: How does a designer create to impact an audience with T.E.A.M.?

Global Context: Personal and Cultural Expression

- Read the play *The Caucasian Chalk Circle* by Bertolt Brecht
- Research & create a design inspiration board & scale model.
- Characters in Profile for both actor & director
- Analyze the given circumstances of the text.
- Direct a scene from the play for a performance

Unit 2- Breaking the Fourth Wall -Brecht & Epic Theatre

Statement of Inquiry: How does a Theorist use theory as a process of making theatre to make an impact on your audience?

Global Context: Orientation of Time and Space

- Focus on the physicality of the actor & gesture
- Examine and identify Drama Elements in a text
- A Live Theatre Review: Explore techniques used in professional live theatre.
- Apply Brecht’s techniques to a play text(s)
- Performance Presentation

Unit 3 - Frantic Brain with Frantic Assembly – The Collaborative Ensemble

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

Global Context: Fairness and Development

- Research focus on Brainstorm Theatre Project
- Establishing Professional Company Practice
- Devise original work based on Brain Research
- Create a portfolio
- Ensemble performance

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 (15%) 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 (35%): 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 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
- **Drama Process Journal** Students are required to keep a process journal to record experimentation, and critical and creative thinking in their Drama studies. Notebook with a hard cover for their journal. The pages can be blank (unlined) or lined pages. This notebook must be used just for Drama class although many tasks will be completed digitally.
- Computer access
- Headphones
- Mic
- Internet access
- Pencils or pens (blue or black)
- A notebook
- A folder or binder for keeping class material
- MASK – KN95 grade mask for all class sessions

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.

DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffold to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments, and tasks
- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

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

9th Theatre Syllabus Acknowledgment 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_____