

10th Theatre

Fall Semester

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Course Description

10th grade theatre gives opportunities to explore theatre as actors, writers, directors, designers, technicians, and spectators with a global perspective. We will be studying the work of Frantic Assembly a Devising Theatre Company in the UK, Bertolt Brecht a German Theatre Theorist, and World Theatre Traditions to investigate and create a theatre piece with their peers.

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

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

Approaches to Learning in the Classroom

Theatre engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students’ understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

What might students know and understand in Theatre?

- Theatre from a variety of performance practices, genres, movements or styles
- The context and conditions from which drama emerges
- The language of drama, the production elements, and how they interplay in developing and communicating ideas and feelings through drama

What skills might students develop in Theatre?

- The various artistic processes involved in “making drama”, that is, the processes involved in transforming a performance concept into live action
- The various planning processes and methods of structuring the actual “making of drama” such as brainstorming, storyboards, scripts, rehearsal schedules and techniques
- The production elements to translate ideas into dramatic form, for example, dramatic writing, direction, costume, lighting, scenery, use of masks, sound and so on

How might students think creatively in Theatre?

- Through storyboarding narratives, designing sets and props, interpreting text visually
- By improvising scenarios and creating collaborative Theatre
- Through creative writing, character design and creating alternative endings to performances

How might students respond to, or through, Theatre?

- A stimulus and/or a personal concern could be interpreted using a dramatic form, style or genre, for example, a text, a song, a photo, a newspaper article and so on
- By developing a performance to address a particular theme, concern or issue within a context
- By reviewing theatrical performances and production elements encountered

The Process Journal And Self-Reflection

A process journal is a tool that allows students to manage the processes of their own art 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

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 in FACTS is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for MYP assessments.

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 Academy students, parents, and teachers are firmly committed to the integrity of the assessment process.

ACADEMIC DEMEANOR (10%)

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%):

The process journal and checks for learning and understanding in student self-reflections, quick tasks and learning experiences make up the formative assessments in this course. They are marked based on specific content knowledge and understanding, organization of ideas, and language appropriate to the task. Students' work is marked against MYP aims and objectives learning criteria. The Process Journal, Self-reflection and class participation are key to success in the Theatre course.

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

SUMMATIVE ASSESSMENT (40%):

At the end of each unit 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 MYP standards.
- All grading will be based on the MYP 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 daily:

- 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. This notebook must be used just for Drama class although many tasks will be completed digitally. This journal will be provided by the instructor.
- Computer access
- CHARGING CORD
- Internet access
- Pencils or pens (blue or black)
- A notebook
- A folder or binder for keeping class material

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 accommodations meeting.

Academic Integrity

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 they did not complete as their 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.

Course Expectations, Guidelines and Procedures are presented in a separate document.

10th Theatre Course Syllabus Fall Semester 2023 Verification of Receipt

You will return this page ONLY and keep the syllabus in your folder for the course.

Please PRINT

STUDENT NAME _____

DUE

After you have read the course syllabus, please sign below and have your parents complete their portion. Then return on the due date.

Student Signature

Date

I have read and understand the expectations laid out in the 10th Theatre syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for completing.

Parent Signature

Date

Parent Name (Please Print) _____

Parent Home Phone: _____ Parent Cell Phone: _____

Parent Work Phone: _____ Parent E-Mail: _____

Thank you, Ms. Nordleaf