**Course Description**

This yearlong course is one of the IB elective choices for students pursuing an IB diploma or certificate with an interest in the dramatic arts. Students will explore three areas of theatre: presenting theatre, theatre in context, and theatre processes; through experimentation in the roles of creator, designer, director, performer, and spectator through play analysis, theatrical research, directing, scene work, and devising theatre. **Maintaining a theatre journal and completing all IB Assessments on time are non-negotiable elements of this course!**

**Course Outline**

The theatre syllabus at SL consists of three equal, interrelated areas:

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Students are required to approach these areas from the perspectives of each of the creator, designer, director, performer, and spectator through the following activities, working with play texts, examining world theatre traditions and performance practices, and collaboratively creating original theatre.

**Theatre in Context**

Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators. Students research and examine the various contexts of at least one world theatre tradition. Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.

**Theatre Processes**

Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action. Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre. Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.

**Presenting Theatre**

Students direct at least one scene or section from one published play text; which is presented to others. Students present a moment of theatre to others; which demonstrates the performance convention(s) of at least one world theatre tradition. Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.

**Assessments**

Students will be assessed in variety of ways in preparation for the formal IB assessments. All forms of assessment will utilize the same types of projects/research/papers and practices outlined by the IBO.

**Theatre Journal**

This is the student’s own record, charting development, challenges and achievements, and as such, students are free to determine what form it should take. The aim of the journal is to support and nurture development and reflection, and it is expected that much of the students’ assessed work will emerge from it. Students’ journals should include connections between different areas of learning in this course, objective review of work (yours and others), experiences that illustrate personal growth and understanding of theatre, challenges and obstacles, debate theory and practice in their own work, space for experimentation, and critical responses to external productions. Ask yourself, “Why am I including this?” and “How is this a reflection of my experience of theatre, my discoveries in theatre and the development of my knowledge, understanding and skills?”

**Grading**

40%: Minor Assessments (Discussions, Journal, Daily Assignments. Scene Work, Research, etc.)

60%: Major Assessments (The IB Assessment tasks)

Minor assessments will consist primarily of reading quizzes and discussion grades based upon the quality and frequency of student participation. Major assessments will most commonly consist of essay responses to IB-style assessments (see IB Assessments below).

Major assessments will receive both a regular 100-point grade and an IB grade on a 7 point scale. The 100-point scale grade is calculated in course grade, while the IB 7 point scale grade is not calculated into the course grade, but is included as a predictor as to how students are likely to perform on their IB final.

**IB Assessments**

**Internal Assessments**

**Task 1: Director’s notebook.** Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:

* Director’s notebook (20 pages maximum), which includes the student’s presentation of his or her final directorial intentions and the intended impact of these on an audience
* List of all sources cited.

**Task 2: Research presentation.** Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:

* A continuous, unedited video recording of the live presentation (15 minutes maximum)
* A list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.

**External Assessment**

**Task 3: Collaborative project**. Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment:

* A process portfolio (15 pages maximum)
* A video recording (4 minutes maximum) evidencing the student’s contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theatre-maker choices made by the student
* List of all sources cited.

**Classroom Expectations**

**CLASSROOM RULES**

**D – Develop and communicate ideas in a collaborative way.**

**R – Respect others and the space.**

**A – Always try your best and save your “drama” for the stage.**

**M – Maintain focus and accountability.**

**A – Always show audience etiquette.**

1. Students will follow all school rules.
2. Students will follow all classroom rules.
3. Students will respect and contribute to the

 classroom ensemble.

4. Students will submit all assessments on time.

**Video/Photography**

In this course, we often video record students’ performances for reflection and analysis. These recordings will never be shared/viewed outside of our classroom and the IBO. Please contact me directly if you wish for your child to NOT be photographed and video recorded.

**Performance Materials**

In order to establish the best environment possible, it is important that all students feel comfortable being a part of the audience. Many award winning theatrical plays, scenes and monologues have objectionable/problematic words, subject matter and situations. Please do not bring material that is inappropriate for a classroom situation into the classroom. If you personally find something that is being presented objectionable/problematic in any way feel free to step outside the classroom during performance, you may cut the material from your performance selection, or talk to me personally so that a suitable solution can be found. It is important that we work together to create the most creative and safe environment possible, in which all feel comfortable to experiment and learn together. Creating this classroom environment is an important task for all of us!

**Environment and Safety**

To have a truly meaningful experience in this course, it is important that we observe two types of safety rules: physical and emotional. Our basic physical safety rule is no unplanned bodily contact. Without this rule someone may come to physical harm. Just as important are emotional hurts. You and your peers put yourselves on the line when you present for each other. You openly share yourself with us and then allow others to comment on your expression. To preserve the integrity of and maintain positive feelings about your work, the following rules apply to all comments about presentations:

* + Respect the effort of each member of the class
	+ Appreciate the choices made by each person
	+ Be constructive in any criticism o Include positive responses as part of any full critique
	+ Focus your comments to the individual presenting (i.e. do not compare people)
	+ Limit discussion to in-class only (our work is confidential)

In this class we become a family! It is essential that we care for each other well and work together for the common goal of a meaningful production.

**Materials – Students should bring these materials to class EVERY DAY.**

* Composition Notebook
* Spiral Notebook
* Pen/Pencil

**Tardy Policy**

Students are expected to be in their assigned area or seat, working on the daily journal/warm-up when class begins. **Once the final bell signals the class change, the auditorium/classroom door will lock.** Students who are in the halls when the tardy bell rings will be SWEPT. Students may come to class once they have a SWEEPS Pass or if they are escorted by a SWEEPS teacher. Students who refuse to comply with the SWEEPS process will automatically be assigned one full day of IC. **Students who are more than 10 minutes late to class will be considered skipping and will be written up.** **Students who miss more than 45 minutes of class are considered absent.**

**Late Work**

All assignments will have a designated due date at which point the assignment must be turned in. Assignments may be turned in one school day late for an automatic 50% credit. **Assignments will not be accepted later than one school day after the designated due date.** **ALL IB Assessments MUST be completed on-time, no exceptions!**

**Make-up Work**

Students may only make-up work they have missed due to absences. The **first day** students return from being absent they will need to ask for a copy of the work from each day they were absent. **Students have 5 days from the time you return to school to complete all make-up work.**

 **\*\*You cannot make-up a performance grade, so make sure you are present on performance days.** If you know you will be absent, you need to communicate with Mrs. Rose-Scott to get all work needed before you are absent. \*\*

 **\*\*You cannot make-up the daily journal, so make sure you arrive to class on time and begin work.** Students will not lose points for journals completed in-class when the student is absent. **\*\***

**Make-up Time**

Students who have a note for an absence must turn those in to the box outside of the attendance office. They may do so before school, after school, or during class transitions. Students will enter “No Credit Status” for a course once they have four unexcused absences from class. Students must make up time to earn credit for the course. 45 minutes per day missed is required to make up time. **Students must make arrangements with Mrs. Rose-Scott to make up the time before each quarter ends, or they will not earn credit for the course.**

**Please sign and return the syllabus to Mrs. Rose-Scott by FRIDAY AUGUST 30TH.**

Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_