

**Reagan High School**  
**IB Theatre II**  
*“Art is a lie that helps us to understand truth” ~ Pablo Picasso*

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### **COURSE DESCRIPTION**

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

The arts aims

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

### **OBJECTIVES**

Having followed the theatre course at HL, students will be expected to:

#### **Assessment objective 1: demonstrate knowledge and understanding of specified content**

- a. Describe the relationship between theatre and its contexts
- b. Identify appropriate and valuable information from research for different specialist theatre roles

(creator; designer; director; performer)

c. Present ideas, discoveries and learning, gained through research and practical exploration to others

**Assessment objective 2: demonstrate application and analysis of knowledge and understanding**

a. Explain the relationship and significance of the integration of production, performance and research elements

b. Explore and demonstrate different ways through which ideas can be presented and transformed into action

c. Explain what has informed, influenced and had impact on their work

**Assessment objective 3: demonstrate synthesis and evaluation**

a. Evaluate their work and the work of others

b. Discuss and justify choices

c. Examine the impact their work has had on others

**Assessment objective 4: select, use and apply a variety of appropriate skills and techniques**

a. Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles (creator; designer; director; performer)

b. Demonstrate organization of material including use and attribution of sources

**IB THEATRE SEMESTER ONE SCHEDULE**

- Collaborative Project - Devising Theatre
  - Performances Oct. 7-8
- Stage Makeup Unit
- Director's Notebook

**SEMESTER TWO SCHEDULE**

- Solo Theatre Performance
- American Musical Theatre

**IB THEATRE REQUIREMENTS – Outside of Class**

- Attend and analyze two - three play productions per semester (The class will attend three - four local theatre productions, but if you do not attend these, you are responsible for seeing three on your own).
- You may also attend the Reagan Fall One Acts as one of these requirements.
- **Failure to meet these requirements may result in a failing grade for the semester**

**Core Areas**

These core areas, which have been designed to fully interlink with the assessment tasks, must be central to the planning and designing of the taught programme developed and delivered by the teacher. Students are required to understand the relationship between these areas and how each area informs and impacts their work in theatre.

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- creator
- designer
- director
- performer.

### **Theatre in context**

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating. Through the theatre in context area, students will:

- understand the contexts that influence, inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study
- experience practically and critically appreciate the theoretical contexts that inform different world theatre practices be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

### **Theatre processes**

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers.

Through the theatre processes area, students will:

- be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
- observe and reflect on processes used in different theatre traditions and performance practices
- develop a range of skills required to make and participate in theatre.

### **Presenting theatre**

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Through the presenting theatre area, students will:

- apply their practical theatre skills, either individually or collaboratively, through a range of formats
- present their ideas about theatre and take part in theatre performances

- understand and appreciate how artistic choices can impact on an audience.

## **IB THEATRE ASSESSMENT COMPONENTS**

**The theatre journal (Not Directly Assessed by the IB, but used to develop 2 of the 4 components)**

**Similar to a Process Journal used in your MYP Personal Project**

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. This is the students' own record of their two years of study and should be used to record:

- challenges and achievements
- creative ideas
- critical analysis and experience of live theatre productions as a spectator
- detailed evaluations
- experiences as a creator, designer, director and performer
- feedback
- reflections
- research
- responses to work seen
- responses to diverse stimuli
- skills acquisition and development.

Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take. The content of the journal should focus specifically on an analysis of learning experiences, rather than being simply a record of triumphs or an exhaustive chronicle of everything the student experiences in theatre. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course, developing the student's ability to record research, process and reflection, skills that are required in all assessment tasks.

**Parent/Guardian  
Student Acknowledgement Form  
Please return this portion to Ms. Baker**

**We have received, read, and understand the course syllabus and the expectations for the IB Theater Level II Course. I also understand that photos may be taken of me/my student in this class and used to promote the Reagan IB Theatre Program. Student written reflections/ comments may also be used in promotional material.**

**Please note - Ms. Baker will be out on medical leave until September 4th. Mr. Deeter will be working with Ms. Baker's class for the first few weeks of school. Ms. Baker will work closely with Mr. Deeter to ensure all IB requirements and assessments are completed. Ms. Baker will be available via email during this time. Please email her at [bakercx@milwaukee.k12.wi.us](mailto:bakercx@milwaukee.k12.wi.us) if you have any questions.**

\_\_\_\_\_ Name  
of Parent/Guardian (Printed)                      Signature of Parent/Guardian

\_\_\_\_\_ Name  
of Student                                              Signature of Student

\_\_\_\_\_  
Phone Number (Home, Work, or Cell)

\_\_\_\_\_  
\* Preferred Email address

Concerns, questions, or suggestions: