

# 8th Theatre

Fall Semester 2024

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## Course Description

Studying theatre develops lifelong skills in students. Through experiential learning, the subject aims to give students an understanding of human behavior and the human condition in the context of the art form of Drama.

Drama is a dynamic, collaborative, and live art form and at the center of all learning are the transferable skills of communication, creativity, collaboration, and critical thinking. Through a range of individual and collaborative tasks, students use these skills to explore the elements of drama which in turn create meaning on stage – role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.

Each unit of inquiry encourages a theoretical and practical exploration, that culminates into performance pieces. Students are encouraged to develop their self-confidence through these performances and then to reflect upon the process and outcomes of their experiences. They express shared beliefs, record experiences, present concepts, and explore personal opinions and feelings. Through reflection and the opportunity to explore local and global issues and cultural traditions, students gain insight into others' lives and their own and develop social and artistic perspectives.

In year 8 students experience the art form of Drama in a semester unit of study. They explore the elements of drama, improvisation, scripted drama, and playbuilding and devising. Knowledge and skills develop in sophistication over their semester learning experience

## Aims

The aims of the course are to encourage and enable students to:

- refine and extend their understanding of the elements of drama
- develop confidence and self-esteem
- draw on drama from a range of cultures, times, and locations as they experience drama
- explore meaning and interpretation, forms and elements, and social, cultural, and historical influences of drama as they make and respond to drama
- evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- build on their understanding of the roles of artists and audiences as they engage with more diverse performances
- understand the contemporary and historical influence of Drama and how it helps us to understand our place in society

## Objectives

### Criterion A: Knowing and understanding

Students should be able to

1. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
2. demonstrate an understanding of the role of the art form in original or displaced contexts
3. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

### Criterion B: Developing skills

Students should be able to:

1. demonstrate the acquisition and development of the skills and techniques of the art form studied
2. demonstrate the application of skills and techniques to create, perform, and/or present art.

### Criterion C: Thinking creatively

Students should be able to:

1. outline feasible, clear, imaginative, and coherent artistic intention
2. outline alternative perspectives and imaginative solutions
3. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

### Criterion D: Responding - Reflection and Evaluation

Students should be able to:

1. outline connections and transfer learning to new settings
2. create an artistic response inspired by the world around them
3. evaluate 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.
- 5) Other key concepts can also be important in arts. **Creativity, culture, form, perspective, relationships, as well as time, place, and space, are all key concepts easily applied in art units of study.**

#### 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 art experience and artistic development. Personal ownership and engagement are 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 on each class following a guided rubric.

### Uses

- A working, living document that shows the evolution of thoughts and ideas over time
- A tool for reflecting and supporting the 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 the 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

Assessment in Theatre is ongoing and based on both process collaborative or individual and performance. The instructor will provide continuous reporting for all students and reflect on their achievements through formative and summative frameworks. Students reflect on their own learning throughout units of study in a Process Journal and engage with elements of digital media to document their learning journeys.

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.

## 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%)

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 stepping stones toward the Summative Assessment.*

## SUMMATIVE ASSESSMENT (40%):

Students will complete one of the following at the end of each unit:

A summative unit project presentation, creative notebook, 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, understanding, and 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 MYP standards.
- All grading will be based on MYP assessment rubrics and will be given to students as each unit begins.

## WHAT WILL WE BE STUDYING THIS SEMESTER

These are the units under consideration for the Fall semester of 2024. This is a road map for the course. Depending on student experience and background in theatre courses, the road map may change at the discretion of the instructor.

### Unit 1: CREATING THEATRE

*Statement(s) of Inquiry:* Why do humans make art? How does a designer create the physical world of the play to make an impact on your audience?

*Global Context:* Science & Technology

*Production Analysis:* *The Woodsman* Digital Theatre Plus

*Projects:* Responses to live performances of Theatre & Text – written and theoretical design work

### Unit 2: YES, AND... IMPROVISATION

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

*Global Context:* Fairness and Development

*Projects:* Team-building and Ensemble Activities

- Ensemble work
- Theatre Vocabulary
- Rules and structure
- Performance

### Unit 3: DEVISING

*Statement of Inquiry:* How does a creator use the process of making theatre to make an impact on their audience?

*Global Context:* Personal and Cultural Expression

*Projects:* Creating an original piece of theatre with the students' choice of a social justice theme

- Team-building activities
- Creating an original script
- Ensemble work
- Identifying dramatic theorists
- Characterization and performance
- Movement

## Resources

All texts and articles required for this course will be provided by the instructor.

### Required materials:

- Charged laptop
- Charging cord for laptop – you are required to bring your laptop charger to class daily
- Internet access
- Pencils or pens (blue or black)
- Notebook paper
- A folder or binder for keeping class material
- The instructor will provide a journal notebook for the Process Journal.

## 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, students, 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.

# 8th Theatre Course Syllabus Fall Semester 2024 Verification of Receipt

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

Please PRINT

STUDENT NAME \_\_\_\_\_

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

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I have read and understand the expectations laid out in the 8th Grade 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