

# **Newbury Park High School**

## **Theatre Arts: IB Theatre Arts HL and SL**

### **Instructor: Mrs. Marilyn Strange**

#### **CONTACT INFORMATION:**

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Google Classroom Code: bexbal

Welcome to IB Theatre! It is my greatest hope that the coming year will be filled with many happy memories, and of course, a great deal of learning! Theatre Arts class will give you the incredible opportunity to develop your imagination and creativity individually, while working as a community in a collaborative environment. We are all here to grow, learn, and encourage each other, together. Please take a few moments to review the policies of my classroom with a parent or guardian and sign and return the attached page by **Wednesday, August 28th**. Students will also be expected to sign the co-curricular code and contract, to also be returned by **Wednesday, August 28th**

**REQUIRED PREREQUISITE COURSE:** Theatre I, Theatre II, Theatre Practicum or audition required

#### **COURSE DESCRIPTION:**

This course is designed for the advanced theatre student who has already established a general background in the theatre, by taking the prerequisite beginning Theatre courses. This class is designed to be a rigorous two year course, where students will learn about world theatrical movements, influential theatrical theorists, and the impact theatre has made on culture today, while engaging students in the act of theatre through the lens of the creator, director, designer and performer. The class utilizes both ensemble and individual creativity to create theatre in multiple genres, allowing students to explore their role in the process of theatre and how they fit collaboratively into an ensemble and allowing them the opportunity to explore themselves as inquisitive and productive artists. Students will learn to apply research and theory to inform and to contextualize their work, while exploring the role of the audience viewing their performance pieces. 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.

#### **COURSE OBJECTIVES:**

1. Demonstrate self-confidence through acquired performance skills and provide the student

- the opportunity to develop as a unified whole; emotionally, intellectually, and physically
2. Create truth in imaginary circumstances
  3. Understand and appreciate the performing arts through newly discovered knowledge and context, based upon research, practice, and rigorous study of world theatrical movements and theorists.
  4. Discuss the meaning of theatre, its place in contemporary American Society, and the role it plays in the global perspective.
  5. Demonstrate the knowledge of the production process, including more advanced technical theatre applications, and applying the knowledge to a working production of their creation
  6. Understand, analyze, and apply knowledge of theatrical components to a theatre arts production and demonstrate the ability to critique the work
  7. Explore their role in the creation of art, discovering their artistic process, and how to further enhance the experience
  8. Study, discuss and apply theatrical theories and world theatre movements to their work
  9. Direct a theatrical piece that includes technical theatre elements in a production setting, creating moments of tension, emotion, atmosphere and meaning
  10. Develop theatre arts vocabulary in relation to performing, theatre historical movements and technical aspects

### **GRADING:**

All grading will be done on a point system. The overall grade will be the percentage of points accrued divided by points possible. Students who earn the following percent of the total points will earn the listed letter grade:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% and below = F

Please note, due to the nature of this class, grading is highly subjective, so your best work is required. Grades are regularly updated on Zangle/Q and I am always willing to discuss an individual grade. I will not discuss or compare a student's grade to another student in the class.

Late work policy for written assignments: 10% will be deducted for each day it is late. If an assignment is turned in after 5 days, only a maximum of 50% credit will be rewarded.

### **MANDATORY ASSIGNMENTS:**

1. **Daily Participation** – Students can earn up to 3 participation points each day they attend

class and participate in the daily activities, which can include exercises, improvisation, warm-ups, and various performance related activities. **This class is based on attendance/punctuality and participation.** If a student is absent, they will not receive participation points for that day. If a student has an excused absence, they will be able to make up their points doing an alternative assignment. Only one alternative assignment is required for each consecutive absence.

**Alternative assignments** may be found on the website, titled “Alternative Assignments”. Each assignment must have the date of absence on it. You will be given one day for each absence to turn in an alternative assignment. A student having six (6) unexcused tardies or trancies in any one class, per sub term, may be dropped from the course and assigned a grade of “F” (See the Newbury Park High School Agenda and posting in class).

2. **Classwork and Group work/projects** – Assignments will be given in class in order to apply principles and incorporate concepts. Some assignments will require group coherence and member attendance is crucial for success.
3. **Required Reading** - This class will require reading of specified plays and scenes outside of class, to be discussed in the classroom setting. Students will be expected to finish the reading selections BEFORE coming to class.
4. **Performances in Class** – Students will be asked to prepare scenes and monologues outside of class to be performed in class, in connection with the various units discussed, so students can gain a further understanding of the historical context, global style of theatre, or character creation that was associated with that form of theatre.
5. **Written Journal Assignments** – Per IB specifications, students are responsible for keeping a journal, where they are expected to reflect on in class activities performed, chronicle insights discovered about their creative process, and present information gained from the presented curriculum, that will serve as evidence in the IB assessments. Students will often be asked to respond to writing prompts, asking open ended questions about the medium, and asking them to think critically about their process as an artist and the material being presented. These are both in class activities and can also be assigned as homework.
6. **Written Skills Tests and Quizzes** – Covering performance and technical theatre vocabulary, concepts, and class material, written exams will be used as a form of assessment for students.
7. **Participation in an Evening of IB Theatre** - Students will participate in An Evening of IB Theatre, showcasing their performance assessments, as a full scale technical production. These include directed scenes, a solo theatre performance based upon a theorist, and a collaboratively devised piece of theatre. The date is **Tuesday, March 3rd.**

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**SUPPLIES** (these need to be brought to class everyday unless otherwise instructed):

- ✓ Spiral bound notebook or composition book for journal/notes
- ✓ 2 Pens (blue or black only)
- ✓ 2 Pencils with erasers
- ✓ Any scenes, monologues, plays, or small texts being used in class
- ✓ Agenda Book (optional)

**CLASS RULES:**

**P**unctuality is very important. I expect you to be in your seats when I take attendance. Time is precious and being early is on time. Professionalism is expected in this performing arts class elective.

**A**lways be prepared. Please bring appropriate supplies to class, but leave you electronic devices turned off and put away. If I hear or see a student talking on a cell phone, I will take it away. Refer to the student handbook for rules and regulation on cell phone usage.

**N**ever eat in the Facility. There is absolutely no gum, food, candy, and drinks allowed. Water bottles are appropriate.

**T**ime does not dismiss you. I will be the only person to dismiss you from class. There might be times when we have a guest speaker and class might run over a few minutes.

**H**ave fun, experiment, and don't be afraid to try something new. This is your class to play.

**E**veryone is to be safe. Be aware of your surroundings and pay attention in class when moving or doing an activity.

**R**espect each other. Stick to constructive criticism when critiquing individual's work and give each other the respect you all deserve. Our space needs to feel safe. Refrain from using language that hurts or offends others. Respect all individuals entering the classroom, whether that is a substitute, a guest speaker, or myself. Respect the space, both the classroom and the PAC. The PAC specifically is a shared facility that we need to take care of. It is a privilege to have and you are expected to take care of it. Do not use costumes, props, or touch equipment without asking my permission.

**OVERVIEW OF THE IB ASSESSMENT TASKS**

Students will be exploring theatre through the lens of context, the process of creating theatre, and presenting theatre in each of the following assessments. These assessments are in place to infuse the student with a well rounded knowledge in global theatre movements, putting an emphasis on collaboration, and allowing students to research, debate, inquire, and develop their own artistic voice while deciding how they can fit into the global theatre expression.

**HL ONLY     Creating theatre based on theatre theory**

Students research and examine the various contexts of at least one theatre theorist. Students will then practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory. Lastly, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.

**SL & HL     Working with play texts**

Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how the entire play could be staged for an audience. They consider past live theatre experiences, influences, and theorists to help influence their overall vision. This is documented in a paper discussing the various choices made and the reasoning behind the directorial vision.

**SL & HL     Examining world theatre traditions**

Students research and examine the various contexts of at least one world theatre tradition. 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 present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition. This is presented in an oral presentation with accompanying PowerPoint slides.

**SL & HL     Collaboratively creating original theatre**

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. Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre with other students. 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. Students will create a portfolio, based upon their process, from initial ideas to implementation, discussing their collaborative piece, its intentions, and their contributions.

**Students keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre as a creator, designer, director, performer and spectator.**

**External assessment tasks:**

**Task 1: Solo theatre piece (HL only)**

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Students also submit a supplemental paper, discussing their research, process of

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creation, and critique of their work.  
N/A 35%

Task 2: Director's notebook (SL and HL)

Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience in a written paper. They must discuss the research completed to develop their ideas, live theatre experiences, and justify their concept.  
35% 20%

Task 3: Research presentation (SL and HL)

Students at SL and HL 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.  
30% 20%

**Internal assessment task:**

Task 4: Collaborative project (SL and HL)

Students at SL and HL 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.

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***Agreement to follow rules and procedures:***

I (student), \_\_\_\_\_, have read the Classroom Management Plan and understand the expectations and rules for Mrs. Strange's class and will respect the facility.

I, \_\_\_\_\_, parent / guardian of \_\_\_\_\_, have read the Classroom Management Plan and understand the expectations and rules for Mrs. Strange's class.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent / guardian signature

\*Parents and students, please make a regular habit out of checking your grades on Q:

Q is available at **<https://q.conejousd.org>**.

Parent email: \_\_\_\_\_

Student email: \_\_\_\_\_