



Course Expectations 2022-2023

IB Theatre

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The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It gives you 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.

Through the study of theatre, you will become aware of your own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It will enable you to discover and engage with different forms of theatre across time, place and culture.

Course Description

This class is designed to develop appreciation for theatre while increasing an understanding of oneself and others.

Methods of Instruction

Participation, Performance, Projects, Class Lecture, and Class Discussion.

Course Major Focus

This course will focus on perfecting all the skills learned in previous Theatre/Drama classes. However, previous theatre experience is not required if a student is interested in pursuing a meaningful learning experience in this course.

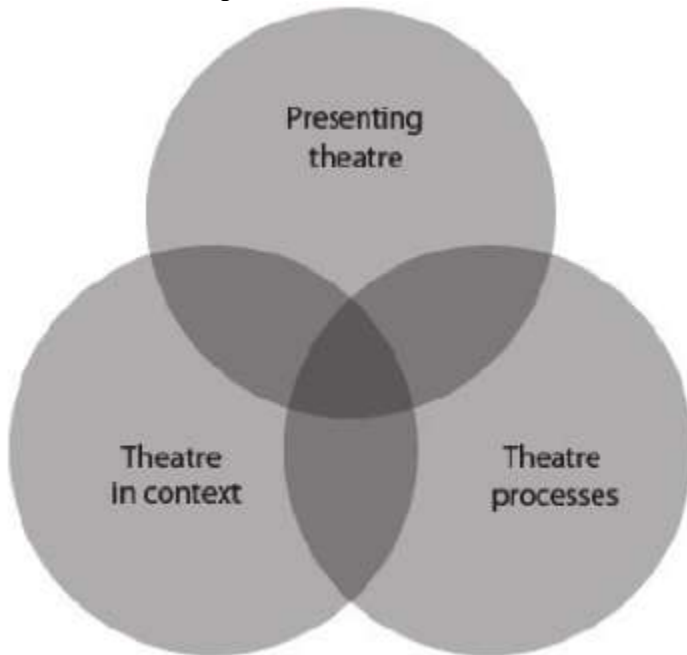
Performance (individual, group and pair), research on historical/cultural/socio-political theatre.

Devising and realizing original works are the major focuses for IB Theatre Arts.

Core Areas of the Course

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

- Theatre in Context
- Theatre in Process
- Presenting Theatre



All students will undertake three assessments in the second year of the programme, with HL students undertaking one further assessment.

This is the only difference to the HL and SL students. The assessments will be as follows:

Solo theatre piece: 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.

Director's notebook: 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.

Research presentation: 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.

Collaborative theatre project (TBD): Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13 to 15 minutes) for and to a specified target audience, created from a starting point of their choice.

Student Supplies: Every day, students are required to bring the following:

Three Ring Binder

Notebook/Journal

Pen or Pencil

OR

Digital Device (preferably school laptop)

If other materials are required for specific projects, it will be on a case by case basis with advanced notice.

Grading Policy:

The purpose of grading is to communicate student achievement of current Nevada Content Area Standards.

- Assignments **NOT ATTEMPTED, MISSING, or ABSENT** will receive a score of **ZERO** until attempted/completed.
- All **ATTEMPTED** assignments receive a minimum grade of 50%.
- At the semester, when quarter grades and exams are averaged, all students who earned a quarter grade lower than 50% will be given the minimum 50%.

Description of Grading Procedures:

All assignments will be divided into two different categories: Classwork and Assessment. Classwork is day to day participation, assignments completed in class, and rehearsal times. Assessments will take the form of written work, tests, and performances so that students have multiple ways to show comprehension and mastery.

Grading Weights:

Classwork 40%

Assessments 60%

This policy is implemented so that a student who shows understanding/mastery of the materials and skills being taught will not fail based on missing classwork or practices.

Make-up Work and Late Work:

Procedures:

In the event of an absence of any type, students are to check Canvas for any work assigned or due on the date of the absence. It is the individual student's responsibility to check with classmates and the Canvas message board for any notes they may have missed. Only after taking these steps should a student ask the teacher for notes as a student's best resource is their peers.

In this class, late work will be accepted without penalty until the next grading period at which time, it will become a 0%.

Grading periods are every four weeks marked by progress reports and the end of each quarter.

Advanced notice will be given if this policy is changed.

Attendance:

Much of the material that is covered in Theatre is based on participation. Also, theatre is a scaffolded artform that needs to be developed in levels. However, I encourage you take care of yourself. If you are not feeling well, do not come to school. In light of that, all important notes, information, and assignments will be posted on Canvas in real time. So, in the event of an absence, please check our online resources so you don't miss an important step in our learning processes.

Classroom Behavior:

I use a Progressive Discipline model only when necessary. Each step in the process is as follows.

Classroom Progressive Discipline

1st Offense – Verbal Warning

2nd Offense – Private Meeting

3rd Offense – Phone Call Home

4th Offense – Teacher Detention

5th Offense – Referral to Dean

Skill Acquisition Grades:

Skill Acquisition grades are weekly assessments used to indicate a student's skill level based on the following criteria.

| Expectations | Outstanding 10-9 points | Satisfactory 8-7 points | Needs Improvement 6 points | Unsatisfactory 5-0 points |
|--|--|--|---|--|
| Bring materials to class. | Brings all necessary materials and is prepared. | Usually brings all materials and is usually prepared. | Sometimes brings necessary materials, sometimes is prepared. | Consistently missing materials. |
| Be respectful to classmates and self. | Treats classmates in a respectful and caring way. Encourages and helps others. | Usually treats classmates respectfully. | Sometimes treats classmates disrespectfully. May need a reminder. | Consistently treats class members in a negative way with put-downs, tone of voice, refusals. |
| Shows Understanding of Material | Expresses mastery | Expresses understanding | Shows minimal understanding | Makes no effort to express understanding. |
| Follows classroom procedures. | Listens and follows directions. | Usually listens and follows directions. | Sometimes listens and follows directions. Needs reminders. | Consistently distracted and distracts others. |
| Be an active participant. | Participates by asking questions, taking the initiative. | Usually participates actively in the lesson. | Sometimes participates in activities or discussion. | Consistently needs to be reminded to participate or to get started. |
| Be willing to work independently and in small and large groups. | Works well independently, and cooperates with small and large groups. | Usually works well independently and usually participates in groups. | Sometimes works well independently or in groups. Needs coaching or reminding. | Consistently causes disruptions to group and/or independent activity. |

In order to be successful, students are asked to abide by a classroom code of conduct called the **RIPPER** philosophy.

Respect Initiative Positivity Prepared Effort Responsibility

A “**Ripper**” is someone who shows all the following qualities:

Respect - Treat your classmates, your teachers and yourselves with respect. It is about treating everyone the way they **NEED** to be treated to succeed.

Initiative – Take the initiative. We all have things we have to do and things we want to do. Do what you have to do first, so that you can do what you want to do sooner.

Prepared – Be prepared physically, mentally, and emotionally! You have everything you need to be successful in all that you do. Don’t sell yourself short by not being ready to do what is needed.

Positivity – Be positive about yourself, your work and your surroundings. We are all in it together; the more we believe in ourselves and each other, our work will be better, time more enjoyable, and lives improved with forward momentum.

Effort – Make an effort. Without making an effort, we will never achieve our goals. Do what is necessary as well as going beyond. The bare-minimum should not be enough for you.

Responsibility – Take responsibility for everything you are and everything you do. “We are the sum of our experiences.” To be responsible for only the good or only the bad is to only accept part of who you are.

Acknowledgement of Course Expectations

Insert Course Name

We have read and discussed the course description and expectations.

Student's Name [last, first]

Student's Signature

Parent/Guardian Name

Parent/Guardian Signature

Home or Cell phone

Work phone

Email Address: _____

As a parent, I understand that the following are requirements to ensure I am taking an active role in my child's education:

- Support the school's policies and procedures (assignments; behavior; tardies; attendance; etc.) as they have all been put into place to ensure the success of your child.
- Check **Focus** to monitor child's progress; grades and attendance are updated immediately when input.
- Attend important meetings and various events/activities that are held throughout the year.
- Engage in ongoing conversations with the school, as we too want to ensure your child is successful.

Please note that any of the policies outlined in this syllabus are subject to change based on the needs of the school, class, and/or individual student. Any changes will be communicated ahead of time. If concerns arise about your child, socially or academically, please contact the counseling office at (407) 935-3600 to speak to or make an appointment with your child's counselor.