



XV. gimnazija, Zagreb



**International Baccalaureate**

**MYP 4 & 5**

**THEATRE**

**Course description 2022. /2023.**

#### **WHAT IS THE COURSE ABOUT?**

**Theatre** in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. (According to IB Arts guide)

The **aims** of studying MYP Arts, according to the IB Arts guide, are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

**MYP 4**

**UNIT 1: How to become a drama queen**

**UNIT 2: European identity: Christmas**

**UNIT 3: How do you know it is drama, William**

**UNIT 4: Conflict, oppression, resolution**

In order to reach the aims of studying arts students **MYP 4** should be able to meet the following objectives (objectives are the same as the assessment criteria):

**Objective A: Investigating**

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings, images and musical notation. All sources used must be referenced in accordance with the school's academic integrity policy. Students use and further develop information literacy skills to evaluate and select relevant information about the art movements or genres and artworks/performances. While contextual information should be included, the focus of the investigation is the art genre or movement and artworks/performances, not extensive biographical information about artists. Students learn how to critique the artworks/performances of others and to communicate in subject-specific language or terminology; this will be important in order to access the higher levels in criterion A ii. Using knowledge and understanding of the role of the arts in context, students inform their own work and artistic perspectives.

In order to achieve the aims of arts, students should be able to:

- i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement(s) or genre(s).

**Objective B: Developing**

Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form; for example, if a student is composing music, evidence should include musical notation and/or audio recordings; if a student is creating a piece of theatre, evidence should include script extracts and/or video recordings. To achieve the higher levels in criterion B i, students must evidence extensive and varied practical exploration and refinement of their idea(s). Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.

In order to achieve the aims of arts, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

**Objective C: Creating/Performing**

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

In order to achieve the aims of arts, students should be able to:

- i. create or perform an artwork.

**Objective D: Evaluating**

MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques. Students' reflections should answer the questions: "What have I learned that can be taken forward and applied to other projects?" and "What would I do differently if I did this project again?"

In order to achieve the aims of arts, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

## **MYP 5**

**UNIT 1: Comedy on film and on the theatre stage**

**UNIT 2: Changes in the world, changes in the theatre**

**UNIT 3: Improv to improve**

In order to reach the aims of studying arts students **MYP 5** should be able to meet the following objectives (objectives are the same as the assessment criteria):

### **Objective A: Knowing and understanding**

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

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

### **Objective B: Developing skills**

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

In order to reach the aims of arts, students should be able to:

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

### **Objective C: Thinking creatively**

The arts motivate students to develop curiosity and purposefully explore and challenge

boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

#### **Objective D: Responding**

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response which intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

#### **REQUIREMENTS**

Every drama student must write his own **process journal**, a document which will document all processes, development and progression of every drama student.

#### **ASSESSMENT**

Students are assessed continually (formative assessment). They are assessed individually, as a member of a group working as a team, in pair work or class discussion. Also personal engagement throughout the school year will be taken into consideration and time management as one of the key ATL skills.

The assessment criteria and assessment tasks are presented at the beginning of a task/project. The general assessment and grade descriptors for Theatre are provided by the IB so all of the work will be assessed in **MYP 4** against Criterion A Investigating, Criterion B, Criterion C Creating /Performing and Criterion D Evaluating and in **MYP 5** against Criterion A Knowing and understanding, Criterion B Developing skills, Criterion C Thinking creatively and Criterion D Responding, though not always all of the criteria. In each of the assessment criteria the maximum level of achievement is 8. However, depending on the nature of a task specific assessment criteria and rubrics will be provided.

At the end of each unit there is a summative assessment task but there could be more than one summative task within a unit. At the end of the school year the levels of achievement for each of the assessment criteria will be decided on by the so-called best fit approach / best teacher judgment.

Determining grades using a proportion of scores for classwork, homework and tests; determining grades by averaging summative performance scores over the year and using single pieces of work to determine final grades are inappropriate grading practices and are counter to MYP assessment principle.

#### MYP 4

Subject group	Criterion A (max.8)	Criterion B (max.8)	Criterion C (max.8)	Criterion D (max.8)
Theatre	Investigating	Developing	Creating /Performing	Evaluating

#### MYP 5

Subject group	Criterion A (max.8)	Criterion B (max.8)	Criterion C (max.8)	Criterion D (max.8)
Theatre	Knowing and understanding	Developing skills	Thinking creatively	Responding

At the end of the school year the levels of achievement for each of the assessment criteria will be decided on and then the total / summative assessment/ will be converted into the final grade based on the IB conversion table which cannot be changed and is equally applied in all subjects.

#### IB MYP GENERAL GRADE DESCRIPTORS + Croatian conversion table

1	1-5	Very poor (nedovoljan)	1
2	6-9	Poor (nedovoljan)	1
1	10-14	Mediocre (dovoljan)	2
2	15-18	Satisfactory (dobar)	3
5	19-23	Good (vrlo dobar)	4
6	24-27	Very good ( odličan)	5
7	28-32	Excellent (odličan)	5