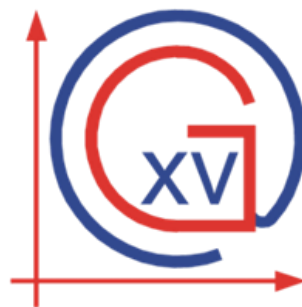




XV. gimnazija, Zagreb



International Baccalaureate

MYP 5

THEATRE

Course description 2025/2026

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 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: 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.

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 5** against **Criterion A Investigating, Criterion B Developing, Criterion C Creating /Performing and Criterion D Evaluating**, 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 5

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

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
3	10-14	Mediocre (dovoljan) 2
4	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

