

**International Baccalaureate Theatre SL/HL**

**Instructor:** Jeremy Henry-Dixon  
**Tutorial Times:** 6:45 AM to 7:00 AM, 3<sup>rd</sup> Period, or 1:50 PM to 2:15 PM  
**HCHS Phone:** 863-421-3281  
**Email:** Jeremy.Henry-Dixon@polk-fl.net

**Course Description:**

Overview

“All of the arts, poetry, music, ritual, the visible arts, the theatre, must singly and together create the most comprehensive art of all, a humanized society, and its masterpiece, free man.”<sup>1</sup> Bernard Berenson (American Art Critic, 1865 – 1959)

This course takes the student on a journey through theatre from its beginnings and into the future role of theatre in society over time, place and culture. The course encompasses an exploration of a variety of theatrical world cultures and traditions while learning and experimenting with production processes as well as performance techniques. Theatre is the only fine art that utilizes all art forms from design to music to performance. This course emphasizes individual work as well as the importance of working in groups to become a member of an ensemble. Students will learn performance skills, but they will also have a working knowledge of the technical aspects of theatrical production. It is important as other theatrical cultures are explored for the students to be able to synthesize all of this knowledge and understand how each culture has a definitive impact on theatre today and that cultural experience can therefore, effect the theatre of tomorrow.

**Academic Goals (Aims):**

“The Aims of the theatre course are to enable students to:

1. Experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
2. Become familiar with forms of theatre from their own and different cultures
3. Explore different theatre traditions in their historical contexts
4. Develop academic skills appropriate for the study and understanding of theatre
5. Become reflective and critical practitioners in theatre
6. Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre
7. Understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form”<sup>2</sup>

IB Theatre Objectives

**Students will be expected to:**

- demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture
- demonstrate an understanding of production elements and theatre practices
- evaluate critically a range of diverse performances
- engage practically in creating and presenting performances, which will include a basic level of technical proficiency
- reflect on their own development in theatre through continual self-evaluation and recording
- acquire appropriate research skills and apply them
- demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively
- demonstrate initiative and perseverance in both individual and group projects.

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<sup>1</sup> <http://thinkexist.com/quotations/theater/>

<sup>2</sup> Diploma Programme Theatre Guide First Examinations 2009. (2007). Cardiff : International Baccalaureate Organization, p. 9

- In addition, students at HL will be expected to:
- evaluate the relevance of selected research sources to personal practice
- demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators.

### **Course Description and Content** (Nature of Subject and Syllabus Outline):

“The theatre course at SL consists of three interdependent components: theatre in the making, theatre in performance, and theatre in the world. Each component builds on the knowledge and skills gained in the others. The journal is a means of recording personal growth in theatre and lays a foundation for the independent project portfolio.

The theatre core syllabus consists of three areas: Students are required to explore three areas from the perspective of the dramaturg, director, performer, group ensemble, production team and spectator.

- Theatre in the making: The focus of theatre in the making is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.
- Theatre in Performance: The focus of theatre in performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.
- Theatre in the World: The focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.”<sup>3</sup>

### **Assessment:**

Students will be assessed in a variety of ways in preparation for the formal IB assessments. All forms of assessment will utilize the same types of projects/research/papers and practices outlined by the IBO.

Minor assessments will consist primarily of reading quizzes and discussion grades based upon the quality and frequency of student participation. Major assessments will most commonly consist of essay responses to IB-style assessments (see IB Assessments below). As per HCHS policy, students who fail a major assessment may retest. On the day the failed assessment is handed back the student must request a retest date, and the maximum grade awarded for the retest will be 70%.

### **GRADING:**

40%: Minor Assessments (Quizzes, Discussions, Journal, Daily Assignments)

60%: Major Assessments (Performance, Presentations, Essays, Major Projects, Papers)

Major assessments will receive both a HCHS grade on a 100 point scale and an IB grade on a 7 point scale. The 100-point scale grade is calculated as part of the quarterly course average. The IB 7 point scale grade is not calculated into the course average, but is included as a predictor as to how students are likely to perform on the actual IB exam.

Extra Credit is available. Any extra credit points students earn affects their Daily Work average.

#### *IB Assessment:*

For the IB Diploma, students will be assessed using both internal assessment (IA) and external assessment (EA) forms.

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<sup>3</sup> Diploma Programme Theatre Guide First Examinations 2009. (2007). Cardiff : International Baccalaureate Organization, p. 16

**Text and Supplies:**

- Black 1" Binder
- 5 Tab Divider with Pockets
- IB Theatre Journal (*may be an online or video blog the teacher has access to*)
- A Play of YOUR Choosing (*cannot be from our current season*)
- Pen/Pencil
- Black Pants, Black Shirt, and Black Shoes for Crew "Dress" (Theatre Shirts are acceptable for this)  
– *Students will keep these at home until they need to wear them.*
- Required Text: *The Great Acting Teachers and Their Methods* by Richard Brestoff (the book can be ordered from Amazon.com, students should have this book by September 3<sup>rd</sup>, 2018)
- Computer storage device for your assignments.

**Academic Dishonesty:**

Plagiarism or any other form of cheating is a violation of the Polk County Schools Honor Code and is not tolerated. Those who cheat automatically receive a zero on the assignment in question and are referred to the Dean of Students for further consequences.

**Late Work and Work Missed for Excused and Unexcused Absences:**

We will follow the HCHS policy on late work and absences. Work not turned in at the time when it is due will be accepted one class period late, but for a maximum grade of 90%. It is not acceptable for students not to turn work in at all, and so if work is more than one class late students will face disciplinary consequences as outlined in the Student Handbook.

If students are absent for an excused reason, any work that was due on the first day they missed (including tests) must be turned in / taken immediately upon return to class. If students are absent for a single class day in which the class reviewed for a previously scheduled exam and no new material was covered, but they are present on the day of the exam, they will be expected to take the exam with everyone else. Students have the number of class days they missed in order to make up missed assignments for full credit.

Although students will be given the amount of time described above if it is necessary, all homework assigned in this class is intended to prepare for the following class. If it is at all possible, students who have missed class should complete and reading assignments or other homework before attending the following class in order to make sure that they fully understand and are prepared for what is covered in that class. Assignments and materials are almost always posted on the class web page, so this is the first place students should check if they miss a class.

**It is the students' responsibility to check the class web page and with the teacher to find out what they missed. It is also the students' responsibility to obtain a yellow excused absence slip from the office within three days of their return to school, or the absence will be considered unexcused.**

If an absence is unexcused, work due and tests or quizzes scheduled for the day of the unexcused absence are immediately considered late and are covered by the above late work policy.

**Tardies:**

Class will begin promptly every day and students are expected to be on time. If students with an unexcused tardy miss a quiz or other graded work at the beginning of class, it may be made up but will be counted late with a 30% deduction from the grade. Three unexcused tardies in a quarter / 9 week grading period will result in a detention to be served with Mr. Ryder, as will each subsequent unexcused tardy.

**Tutorials:**

Students are strongly encouraged to seek tutorial help the moment they realize they are not mastering key knowledge and skills. Tutorials are available by appointment only.

**Course Web Page:**

[hchstheatrearts.wix.com/hchstheatre](http://hchstheatrearts.wix.com/hchstheatre)

Course at a Glance:

<b>SL</b>	<b>Course at a Glance- SL Students</b>		
	<b>Core syllabus requirements</b>		
	<b>(from the perspectives of creator, designer, director, performer and spectator)</b>		
	<b>Theatre in context</b>	<b>Theatre processes</b>	<b>Presenting theatre</b>
<b>Creating theatre based on theatre theory</b>	Students research and examine the various contexts of at least one theatre theorist.	Students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.	Students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.
<b>Working with play texts</b>	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.	Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text, which is presented to others.
<b>Examining world theatre traditions</b>	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 that demonstrates the performance convention(s) of at least one world theatre tradition.
<b>Collaboratively creating original theatre</b>	Students reflect on their personal approaches, interests and skills in theatre. They research and examine at least one starting point and the	Students respond to at least one starting point and engage with the process of transforming it collaboratively into an	Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting

	approaches employed by one appropriate professional theatre company and consider how this might influence their own approaches.	original piece of theatre.	point, which is presented to others.
<b>Theatre journal</b>	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.		
Assessment task requirements (from the perspectives of creator, designer, director and performer)		External/Internal	Weight
<b>Director's notebook:</b> Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment: <ul style="list-style-type: none"> <li>a director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience</li> <li>a list of all sources cited.</li> </ul>		External	20%
<b>Research presentation:</b> Students 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. Each student submits for assessment: <ul style="list-style-type: none"> <li>a continuous, unedited video recording of the live presentation (15 minutes maximum)</li> <li>a list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.</li> </ul>		External	20%
<b>Collaborative project:</b> Students 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. Each student submits for assessment: <ul style="list-style-type: none"> <li>a process portfolio (15 pages maximum)</li> <li>a video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theatre-maker choices made by the student</li> <li>a list of all sources cited.</li> </ul>		Internal	25%

**International Baccalaureate Theatre SL/HL**

**Course Guidelines 2018/2019  
Verification of Receipt**

After you have read these course guidelines, please sign below and have this page returned to me.

Sincerely,

Jeremy Henry-Dixon

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*I have read and understand the policies covered in Mr. Henry's IB Theatre course guidelines.*

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*Print Student's Name*

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*Print Parent/Guardian's Name*

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*Student Signature*

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*Parent/Guardian Signature*

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*Student Cell Phone*

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*Parent/Guardian Cell Phone*