



Subject: Theatre Arts



Nature of the Subject

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Distinction between Higher and Standard Level:

The main distinction between SL and HL is an additional assessment task (Solo Theatre Performance), which requires HL students to immerse themselves in the works of key theatre theorists. This allows for greater breadth and depth in the teaching and learning of the students. In practice the HL students have to perform a solo 5 to 7 mins monologue based on a theatre practitioner and explain in writing their artistic choices based on the practitioner's theory.

Syllabus outline

- **Staging play texts:** This area of the syllabus addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.
- **Exploring world theatre traditions:** This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.
- **Collaboratively creating original theatre:** This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.
- **Performing theatre theory (HL only):** This area of the syllabus addresses the exploration of aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.

Prior Learning

In the IB Theatre Arts course, prior knowledge of theatre is not a strict requirement. Students benefit most from a passion for theatre and drama, although some exposure to theatre (school clubs, drama workshops, performing clubs) even at a basic level, can be advantageous. The course is designed to develop necessary skills from the ground up, catering to a range of experiences. Key to success in this course are creativity, open-mindedness to

exploring different cultures and traditions in theatre, and a strong commitment to engaging with both the practical and theoretical components of the subject. Also, the exposure of the student to numerous theatre performances as an audience member is a great tip to help good grades!

Assessment Objectives

Having followed the Diploma Programme course in Theatre Arts, students will be expected to:

- Engage in extensive research to support their theatre work.
- Develop creative and informed intentions for theatre-making.
- Apply a range of theatre production and performance skills.
- Integrate creative, production, and research skills in theatre practices.
- Critically analyze and evaluate theatre works, including self-reflection on artistic processes and experience

Teaching Approach

The IB Theatre Arts course in Anatolia & Pinewood Diploma program focuses on developing key skills in students, in line with its objectives and the IB Learner attributes. Their involvement in the theatre process, helps the student comprehend through experiential learning how to be disciplined, risk taker, organized, communicative and principled. Emphasizing engagement and inquiry-based learning, the teaching methods include practical workshops, performance analyses, collaborative productions, and creative projects. Students explore a variety of theatre traditions and practices, blending theoretical studies with hands-on experience. They are encouraged to think critically and creatively while expressing their artistic perspectives, supported by informed analysis. The course also integrates elements of the Theory of Knowledge, prompting students to reflect on artistic knowledge and theatre methodologies (*ex.is prior knowledge necessary to understand and enjoy a performance?*). This approach not only shapes students into skilled theatre practitioners but also into reflective, globally aware individuals.

Why students might choose this subject

Choosing Theatre Arts in the IB Diploma is an excellent decision for students. It offers a gateway to diverse cultures, as students explore global theatre traditions. This course is a creative hub, enabling students to express themselves in various forms. Collaboration is key, enhancing teamwork and communication skills. Analyzing scripts and performances hones critical thinking, valuable in many career paths. It also boosts confidence, particularly in public speaking. Students develop empathy and emotional intelligence by stepping into different roles. More than just acting, the course facilitates self-discovery and personal growth. The skills acquired are adaptable, making them beneficial for a wide array of careers beyond the arts. Essentially, Theatre Arts is an enriching course that combines learning, personal development, and fun.

And above all Theatre is... FUN!

Course Assessment

Journal: Students at both HL and SL should keep an e-journal from the outset of the course. The aim of the journal is to support and nurture development and reflection, and it is expected that much of the students' assessed work will emerge from it. Students should also be encouraged to explore connections between different areas of learning throughout the course. The journal should reflect the sensibility of individual students, and will contain their responses to the different areas of learning, it should be regarded as a fundamental activity of the course. The journal is checked and assessed in the end of each semester.

Performances: Students are required to participate at -at least- three performances working from a different perspective in each one (acting, directing, set or costume design, lighting, sound or music, stage and production management. All the different stages of the production process should be recorded at the portfolio (rehearsals, performance and reflection) having always in mind to analyse, reflect and synthesise, not just to record.

The **final Diploma grade** in the subject is determined by 4 assessment components:

Assessment task	Assessment task details	SL	HL
Internal			
Production proposal	<p>Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following.</p> <ol style="list-style-type: none"> 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 	30%	20%
External			
Research presentation	<p>Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.</p> <ol style="list-style-type: none"> 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation. 	30%	20%
Collaborative project	<p>Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.</p> <ol style="list-style-type: none"> 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum). 	40%	25%

<p>Solo theatre piece (HL only)</p>	<p>Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following.</p> <ol style="list-style-type: none"> 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum). 	<p>X</p>	<p>35%</p>
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