**Teacher:** Samantha Waldrop **Room:** D101 **Phone:** 405-587-5402 **Email**: [skwaldrop@okcps.org](mailto:skwaldrop@okcps.org)

**Course Description**:

Performance Theatre: Acting Styles is structured in a workshop format. The intent is to study the principles, procedures, and practices of performance through different theories and practices around the world. Students will explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context), understand and engage in the processes of transforming ideas into action (theatre processes), develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre).

**Course Objectives**:

Theatre in Context:

* understand the contexts that influence, inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study
* experience practically and critically appreciate the theoretical contexts that inform different world theatre practices
* be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

Theatre Processes:

* be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
* observe and reflect on processes used in different theatre traditions and performance

1. practices

* develop a range of skills required to make and participate in theatre.

Presenting Theatre:

* apply their practical theatre skills, either individually or collaboratively, through a range of formats
* present their ideas about theatre and take part in theatre performances
* understand and appreciate how artistic choices can impact on an audience.

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

1. creator
2. designer
3. director
4. performer

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students 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.

**Theatre Journal:**

Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take. The content of the journal should focus specifically on an analysis of learning experiences, rather than being simply a record of triumphs or an exhaustive chronicle of everything the student experiences in theatre.

**Theatre and academic honesty:**

Assessment components across the arts vary considerably, from oral presentations to formal written work, from the presentation of practical work to the collection of ideas and stimuli that inspire the creative process. Although guidelines for maintaining academic honesty are consistent for all subjects and components, the variety and richness of tasks in the arts means that each component raises its own challenges for maintaining academic honesty. For more information please see *Academic honesty in Diploma Programme arts.*

**Referencing sources:**

If a student uses any content from any source, including the internet, these must be acknowledged consistently following the protocol of the referencing style chosen by the school, in a style that clearly identifies the section of the work that is being attributed and its origin. When the student is aware that another person’s work or ideas have influenced their own but it has not been referred to directly in their work, the source must be included as a bibliography reference within the student’s research.

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| **Assessment tasks** | **SL** | **HL** |
| **Task 3: Research presentation (SL and HL)**   1. 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. | **30%** | **20%** |
| **Internal assessment** | | |
| **Task 4: Collaborative project (SL and HL) 35% 25%**   1. Students at SL and HL collaboratively 2. create and present an original piece of 3. theatre (lasting 13–15 minutes) for and 4. to a specified target audience, created 5. from a starting point of their choice. | | |
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**STUDENTS ARE REQUIRED TO:**

1. Perform alone and in-groups.

2. Exhibit appropriate audience behavior.

3. Turn in required written work prior to performance.

4. Meet all assignment deadlines.

5. Participate in all class activities.

6. Take and pass tests (written and performance).

7. Keep a **portfolio** containing all assignments.

8. Read one published play every nine weeks, and complete specific design work.

**Supplies**:

-PENCILS (Please have something to write with every class period) -3- ring Binder

-ream of paper -4 dividers

**Late/ absentee work:**

Late work due to an excused absence from the class will be accepted up to 2 days of returning. Missed performances will be rescheduled.

Classroom Rules:

1. Be on time.
2. Respect self and others.
3. Bring all materials to class.
4. No gum chewing on stage.

**Grading**:

Daily Grades- (40%) Participation- (40%) Tests/Quizzes- (20%) A=100-90 B=89-80 C= 79-70 D=69-60 F= 59 or below

**American with Disabilities Act**:

In compliance with the Americans with Disabilities Act, students needing special accommodations may contact the instructor for alternate arrangements.

**Example Performance Rubric**:

Character 1 2 3 4 5 6 7 8 9 10

Memorization 1 2 3 4 5 6 7 8 9 10

Voice/Diction 1 2 3 4 5 6 7 8 9 10

Physical Expression 1 2 3 4 5 6 7 8 9 10

Verbal Expression 1 2 3 4 5 6 7 8 9 10

Emotional Expression 1 2 3 4 5 6 7 8 9 10

Energy 1 2 3 4 5 6 7 8 9 10

Stage Business 1 2 3 4 5 6 7 8 9 10

Focus 1 2 3 4 5 6 7 8 9 10

Blocking 1 2 3 4 5 6 7 8 9 10

**I look forward to having your student in class!!!**

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**Student Signature Instructor Signature Parent/Guardian Signature**