

Diploma Programme – Drama

SL/HL Unit	Timeframe	Topic/ Unit Title	Assessment Component	Summative Assessments	Assessment Objectives
DP Theatre 1	1	Intro to DP Theatre and The Director's Notebook (2022) Production Proposal (2023) (Criteria A, B, C, D) *This item is changing names in next year's course outline.	Director's Notebook (Task 2): Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. SL: 30%, HL: 20%	Students will read the play, <i>The Curious Incident of the Dog at Nighttime</i> , examine the production produced by Frantic Assembly, then complete a mini-Director's Notebook.	A. THEATRE IN CONTEXT: THE PLAY TEXT, ITS CONTEXT AND THE IDEAS PRESENTED Ai: To what extent does the student research and explain the theoretical and/or cultural context from which the play text originates? Aii: To what extent does the student explain the ideas addressed by the play text and explain how these are presented by the playwright? (author/s may be 1 or more) B. THEATRE PROCESSES: ARTISTIC RESPONSES AND LIVE THEATRE EXPERIENCES Bi: To what extent does the student present a variety of artistic responses, creative ideas and explorations of the play text (prior to forming their Directorial Intention)? Bii: To what extent does the student make links to a range of experiences of live theatre they have experienced as a spectator, explaining how directors have created moments of tension, emotion, atmosphere and/or meaning? T/E/A/M C. PRESENTING THEATRE: THE DIRECTOR'S VISION & INTENDED IMPACT Ci: To what extent does the student explain their directorial intentions for the staging of the entire play text, supporting these with a range of imaginative production and performance ideas? Cii: To what extent does the student explain the impact they want the entire play to have on the audience and how performance and production (scenic and tech.) elements would work together to create this intended impact on the audience? D. PRESENTING THEATRE: THE STAGING OF TWO MOMENTS OF THE PLAY Di: To what extent does the student explain how they would imaginatively stage 1 specific moment of the play ensuring the play is not edited or altered? Dii: To what extent does the student explain how they would use their perf. & Prod. (scenic & tech.) elements in the 1 specific moment of the play to effectively create tension, emotion, atmosphere and/or meaning for an audience?
DP Theatre 1	2	World Theatre Traditions: Kathakali (Criteria A, C, D)	Research Presentation External Assessment (Task 3): Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to	Students will research and explore Kathakali from India, and complete a mini-Research Presentation.	Criterion A: Theatre in Context: The tradition Ai: To what extent does the student explain a world theatre tradition (chosen from the prescribed list) demonstrating an understanding of the tradition and its cultural and/or theoretical context(s), effectively supporting their work with a range of appropriate sources.



			<p>their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.</p> <p>SL: 30, HL: 20</p>		<p>Criterion C: Presenting Theatre: The presentation of the moment of theatre</p> <p>Cii: To what extent does the student use their body and/or voice effectively and confidently?</p> <p>Criterion D: Presenting Theatre: The learner</p> <p>Di: To what extent does the student explain the impact the investigation has had on them as a learner and as a performer?</p> <p>Dii: To what extent does the student explain how the selected performance convention compares to ONE other performance practice?</p>
DP Theatre 1	3	Making Theatre Together (Criteria A, B, C)	<p>Collaborative Theatre Project (Task 4):Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13 to 15 minutes) for and to a specified target audience, created from a starting point of their choice. SL: 35%, HL:25%</p>	<p>Students will work in a group to devise an original piece of theatre based on a starting point of their choice, recording the process in their journal.</p>	<p>A. THEATRE IN CONTEXT: THE PERSONAL CONTEXT AND RESEARCH INTO A PROFESSIONAL COMPANY</p> <p>Evidence: process portfolio</p> <p>Aii: To what extent does the student explain the creative approaches employed by a professional company that creates and stages original pieces of theatre and explain how they could possibly use the approaches of the professional company in their own approach to creation, prior to forming a collaborative group?</p> <p>B. THEATRE IN CONTEXT: THE FORMATION OF THE GROUP AND EXPLORATION OF THE STARTING POINT (INCLUDING TARGET AUDIENCE AND INTENTIONS FOR THE PROPOSED PIECE)</p> <p>Evidence: process portfolio</p> <p>Bii: To what extent does the student explain how the ensemble chose and explored the starting point (through theoretical and/or practical activities), and how they identified target audience and artistic intentions for the proposed original theatre piece</p> <p>C. THEATRE PROCESSES: THE STUDENT'S OWN SPECIFIC CONTRIBUTIONS TO THE COLLABORATIVE PROCESS AND THE DEVELOPMENT OF THE PIECE</p> <p>Evidence: process portfolio</p> <p>Ci: To what extent does the student explain their own specific contributions to the collaborative process?</p> <p>Cii: To what extent does the student explain the process by which the group practically developed, structured and prepared the original piece for</p>



					presentation?
DP Theatre 1	4	Solo Theatre Performance (HL) A, B, C, D	Solo Theatre Piece (Task 1): Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory, and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory. HL 30%	HL Students will complete a mini-Solo Theatre Piece, researching the cultural, social and theoretical context of a theatre theorist, including a performance based on their theory.	<p>A. THEATRE IN CONTEXT: THE CONTEXT OF THE THEORIST AND THE SELECTED ASPECT(S) OF THE THEATRE THEORY Evidence: report Ai: To what extent does the student explain the context(s) of the theatre theorist and the selected aspect(s) of theatre theory? Aii: To what extent does the student effectively support their work with a range of appropriate and relevant sources?</p> <p>B. THEATRE PROCESSES: PRACTICAL EXPLORATIONS OF THE ASPECT(S) OF THEORY AND THE DEVELOPMENT OF THE SOLO THEATRE PIECE Evidence: report Bi: To what extent does the student explain how they practically explored the selected aspect(s) of theatre theory, and how this exploration has led to the development of their intentions for the final piece? Bii: To what extent does the student reflect on feedback received from their teacher, peer mentor or theatre class during the process and explain how this feedback contributed to the development of their solo piece?</p> <p>C. PRESENTING THEATRE: THEATRE THEORY IN PRACTICE Evidence: video recording Ci: To what extent are the selected aspect(s) of theatre theory used in practice to fulfil the student's intentions for the solo theatre piece? Cii: To what extent does the student use appropriate performance and production (scenic and technical) elements effectively?</p> <p>D. PRESENTING THEATRE: EVALUATION OF THE SOLO THEATRE PIECE AND REFLECTIONS Evidence: report Di: To what extent does the student evaluate the final presentation of the solo theatre piece and explain both the extent to which their intentions were met and the impact they had on their audience (with clear reference to their talkback)? Dii: To what extent does the student reflect on what they have learned through the experience of creating the solo theatre piece and explain the implications this has for their work in theatre?</p>



Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

