

**Canadian International School of Beijing**  
**Theatre 8 - Course Outline**  
**2014 - 2015**



*Teacher: Miss Knowles*  
*E-mail: [angela.knowles@cis-beijing.com](mailto:angela.knowles@cis-beijing.com)*  
*Room: E212*



**Course Units**

- **Mini Unit – Community**
- **Unit 1 – Improvisation/ Theatre as Service**

**Middle Years Program - Arts**

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities.

MYP arts values the process of creating artwork and the point of realization; the two elements combined tell us what students have experienced, learned and attempted to convey. The learning opportunities at CISB enable students to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Thinking creatively fits naturally in MYP arts, but can easily become a focus in other subject groups too. This objective is essential in modern education to address the need for student-centred learning and lifelong learning, looking towards a modern context of flexible employment and a higher demand for innovation and change in the workplace.

Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts aims to build on what students learn and do in the PYP and other student-centred programmes of primary education. MYP arts furthers an inquiry-based approach through similar objectives that encourage students to continue their artistic development and learning. There are no prior formal learning requirements.

MYP arts courses help specifically to prepare students for the study of **visual arts, music, theatre, dance, film** and **literature and performance** in the IB Diploma Programme (DP) at either higher or standard levels.

**Aims:**

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

*The aims of MYP arts are to encourage and enable students to:*

- i. create and present art
- ii. develop skills specific to the discipline
- iii. engage in a process of creative exploration and (self-)discovery
- iv. make purposeful connections between investigation and practice
- v. understand the relationship between art and its contexts
- vi. respond to and reflect on art
- vii. deepen their understanding of the world.

*\*Source: IB MYP Arts Guide*

## Moodle

This year we will be using Moodle for our course. Moodle will allow students and parents to view lesson plans and documents used in class.

Further instruction on Moodle enrollment will be given in the coming weeks.

## Texts and Resources

We will be using a variety of resources in Theatre class. Following is a list of theatre texts we will refer to this trimester:

- Theatre Games for the Classroom – Viola Spolin
- Exploring Curriculum – Fels and Belliveau
- The Drama Teacher's Companion – Gerald Prost
- Great Scenes and Monologues for Children – Craig Slate and Jack Sharrar
- Great Scenes and Monologues for Children Part 2 – Craig Slate and Jack Sharrar
- Teacher created material

## Methodology and Assessment

*Methodology:* Inquiry-based teaching, participation, drama journals, self-evaluation, peer-evaluation, individual and group performance, reflection and teacher generated rubrics.

### Methods of Assessment

The MYP assessment model insists on students being monitored and assessed throughout the program using criteria that are related to the objectives. This includes ongoing **formative assessment** that is a feature of all teaching and learning in the MYP and is viewed as an integral part of the learning process. This assessment gives feedback to the teacher and student during the learning process and therefore enhances both teaching and learning.

**Summative assessment** supports learning and also contribute to the determination of an achievement level and takes place at the end of each unit of work. As students are assessed continually in the MYP, teachers will be in a position to determine a level of achievement that is also supported by a range of evidence.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing Skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

*Principles to Practice.* Cardiff: IBO, 2014.

CISB uses the MYP 1-7 scale to determine student's final grades. The table that follows provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstanding or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills

		with independence and expertise in a variety of complex classroom and real-world situations.
--	--	--

*Principles to Practice.* Cardiff: IBO, 2014.

## Materials Needed

- Pens and pencils for writing
- Highlighter
- Process Journal

\*Please note that items on this syllabus are subject to change.

**Welcome to Theatre Class! Have a fantastic year!**