

# International Baccalaureate Diploma Programme Subject Brief

## The arts:

### Theatre—Higher level

First assessments 2016 – Last assessments 2022

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. Students develop skills from five ATL categories: thinking, research, social, self-management and communication.

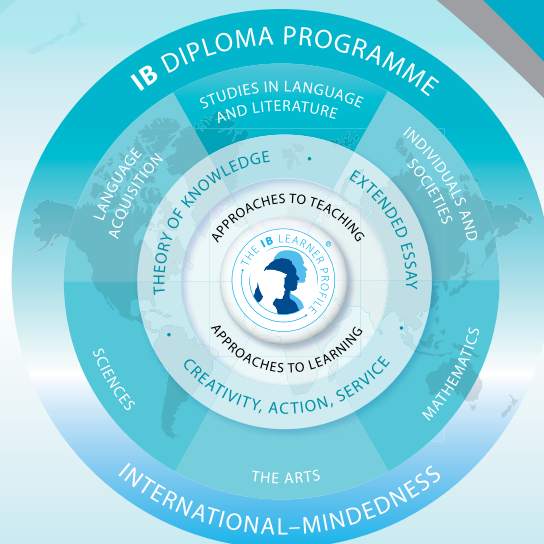
To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate three key course components.

I. Course description and aims

II. Curriculum model overview

III. Assessment model



## I. Course description and aims

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher’s role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

The aims of all DP arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills

In addition, the aims of the HL theatre course are to enable students to:

7. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
8. understand and engage in the processes of transforming ideas into action (theatre processes)
9. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
10. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

## II. Curriculum model overview

Component	Recommended teaching hours
<p><b>Theatre in context</b></p> <ul style="list-style-type: none"> <li>• Research and examine the various contexts of:                             <ul style="list-style-type: none"> <li>◦ at least one theatre theorist</li> <li>◦ at least one published play text and reflect on live theatre</li> <li>◦ at least one world theatre tradition.</li> </ul> </li> <li>• Reflect on personal approaches, interests and skills in theatre. Research and examine at least one starting point and the approaches employed by an appropriate professional theatre company, and consider how this might influence personal approaches.</li> </ul>	<b>80</b>

### Theatre processes

- Explore at least one theorist and collaboratively engage in creating theatre based on their theory.
- 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.
- Practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.
- Respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.

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### Presenting theatre

- Create, present and evaluate at least one theatre piece based on an aspect of a theatre theorist's work.
- Direct and present at least one scene or section from one published play text.
- Present a moment of theatre which demonstrates the performance convention(s) of at least one world theatre tradition.
- Participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.

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2. Demonstrate application and analysis of knowledge and understanding
  - Explain the relationship and significance of the integration of production, performance and research elements
  - Explore and demonstrate different ways through which ideas can be presented and transformed into action
  - Explain what has informed, influenced and had impact on their work
3. Demonstrate synthesis and evaluation
  - Evaluate their work and the work of others
  - Discuss and justify choices
  - Examine the impact their work has had on others
4. Select, use and apply a variety of appropriate skills and techniques
  - Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles
  - Demonstrate organization of material including use and attribution of sources
  - Demonstrate the ability to select, edit and present work appropriately

### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		75
Solo theatre piece	Create and present a solo theatre piece (4–8 minutes) based on an aspect(s) of theatre theory.	35
Director's notebook	Develop ideas regarding how a play text could be staged for an audience.	20
Research presentation	Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.	20
Internal		25
Collaborative project	Collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience.	25

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

### III. Assessment model

Having followed the theatre course students are expected to:

1. Demonstrate knowledge and understanding of specified content
  - Describe the relationship between theatre and its contexts
  - Identify appropriate and valuable information from research for different specialist theatre roles
  - Present ideas, discoveries and learning, gained through research and practical exploration to others

The theatre course is structured for the assessment tasks to be ongoing with skills being developed throughout the course and the material for assessment developed throughout the latter part of the course.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, and a complete list of DP subject briefs, visit: <http://www.ibo.org/diploma/>.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: [www.ibo.org/recognition](http://www.ibo.org/recognition) or email: [recognition@ibo.org](mailto:recognition@ibo.org).