

Theatre Networking Session  
February 8, 2019

9AM - 10AM - Assessment Overview - looking at each assessment - what is required to be submitted with them - what skills are necessary to help students be prepared

Question was brought up about the TCAF form. It is now required for all students for it to be submitted alongside the Director's Notebook.

- Predicted Grades and comments per criteria should be uploaded alongside the Collaborative piece
- No student feedback is now required for the TCAF

Sources need to be submitted separately for each of the assessments, except for the Research Presentation

There is a hyperlink in today's presentation on slide 4 that links to a breakdown of each of the assessments.

When introducing assessments be sure to use the rubrics and look at the key term sheet on the last page of the IB guide

- There needs to be a focus not on the content itself but on your own interpretation of the information.
- Make sure there are table of contents in each of the three assessments
- Be sure to check the file sizes and give yourself times for uploading video recordings and documents
- There are links on slide 6 for some helpful documents
- Teacher Support Material - some of it is more helpful than others
  - In general, Teacher Checklists and student checklists are helpful
  - Some of the pdfs for each individual assignment are not as helpful
- Establishing a journal routine is a lifesaver
  - How much editing should we do for the collaborative piece when moving into the process portfolio?
    - Portfolio should be more polished - taking direct quotes from the journals written and then process information
  - Digital versus paper journals

Journey Mapping (Work Backwards)

Solo Theatre Piece - External Assessment (HL Only) - Theory is a difficult piece to tackle for high school students

What skills do students need to be successful?

- Physically implementing a conceptual idea
- Experimenting with different aspects

- What activities do I do to rehearse in this mode?
- Finding the initial inspiration and intent
- How to connect physical activity or inspiration with a theory
- Integrating new knowledge with previously learned knowledge
- Research skills - how to conduct MEANINGFUL research
- Connecting to life outside of IB theatre
- Identifying personal context
- Time management
- Balance between physical/practical exploration with writing
- Identifying specific aspects of a theory

You could have students study theorists, present to class about theorists, read a piece as a class, and then workshop elements of play from the vantage point of the different theorists.

Assign students days to work with the stage and other days to be working on the portfolio.

#### Practical Exploration Options

##### Research Presentation

- Use of library resources
- Annotated bibliographies (give 5 or so questions per each)
- Find and critique videos of performances; focusing on the conventions Finding conventions: specific, physical
- Linking context to theatre forms and conventions
- Discussion personal impact and discovery
- Time Management
- Timing
  - Crit A - 4 min
  - Crit B - 4 min
  - Crit C - 3-4 min
  - Crit D - 3-4 min

#### Moment work

Discussion of general course structure and timing of the assessments

#### Collaborative

- Collaborate - trust the process
  - Assign fascinating role vs. Designing role
  - Every voice is heard
  - 1st three days are no-no days
- Research skills of devising company
- Intentions and impact
- Allowing the piece to develop naturally

- Exploring different starting points
- Single Carrot Theatre, Synesthetic Theatre, Happenstance, Flying V - these are local in the area
- Leading exercises
- Time Management
- Focus on the target audience, evaluate the impact
- How to evaluate
  - Feedback via talkback
  - Via survey sheet - 5 did I reach my impact and 2 audience impact
- Absentee kids - how to keep them in the loop
- Finding balance between planning/writing/experimenting/rehearsing/performing
  - There is a handout in Teacher Support Material regarding the structure
- Accountability
- Selecting the Footage
- Evaluation of the piece, artistic choices, individual impact
  - Reflect before you watch the video
  - Group post mortems - what worked, what didn't
  - How it looks like from an outside perspective

#### Director's Notebook

- Textual Analysis
- Enacting prior knowledge of staging structures, blocking structures
  - The Art of Directing - John W. Kirk
  - The Director's Eye
- Developing and communicating an artistic vision
- Reading and choosing plays
- Choosing "moments" of theatre to focus on
- Visualizing/communicating acting methods
  - Connecting to world theatre traditions, to theorists
- Structuring artistic decisions and visions