

IB Theatre Assessment Tasks - Overview of Criteria

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Top band for all criteria, in all tasks, requires **Explaining**: This means *give reasons and causes!*

Moments of **TEAM** (Tension, Emotion, Atmosphere and/or Meaning): Appears in DN criteria, BUT *could* also apply to CP: C & D - RP: C - STP: D.

Task	A	B	C	D
Collaborative Project (35% SL / 25% HL)	<ol style="list-style-type: none"> Detailed account of personal context, relevant to theatre, explained. Explain creative approaches of professional company AND explain how you <i>could</i> use these. 	<ol style="list-style-type: none"> Explain why you formed group with <i>those</i> people, and how. Explain how AND why you chose AND explored starting point, AND explain artistic intention AND target audience. 	<ol style="list-style-type: none"> Explain your individual contribution to creation process (“<i>I did...</i>” not, “<i>we did...</i>”) Explain how group developed, prepared AND structured final piece. 	<ol style="list-style-type: none"> Explain artistic choices in specific moment (max 4min) Evaluate <i>whole</i> piece against artistic intentions, using audience response to back up.
Research Presentation (30% SL / 20% HL)	<p><u>Using range of appropriate sources, effectively:</u></p> <ol style="list-style-type: none"> Explain ONE tradition from list, in context. Explain ONE convention of this tradition. 	<ol style="list-style-type: none"> Explain practical explorations of convention: how and why. Explain how you applied convention to creating a moment (2-3min) of theatre. 	<ol style="list-style-type: none"> Demo 2-3min moment of theatre, with proficient use of convention applied within. Throughout whole presentation, use body/voice confidently. 	<ol style="list-style-type: none"> Explain impact of learning in this project AND link to prior performer experiences. Explain connections between <i>convention</i> and ONE other theatre practice.

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Task	A	B	C	D
Solo Theatre Piece (HL only - 35%)	<ol style="list-style-type: none"> 1. Explain the context of theorist AND aspect(s). 2. Effective, relevant use of range of sources 	<ol style="list-style-type: none"> 1. Explain relevant range of practical explorations used to inform intentions. 2. Reflect on action taken as a result of feedback during creation. 	<p><i><u>In Video:</u></i></p> <ol style="list-style-type: none"> 1. Show your aspect(s) working towards intention. 2. Use range of perf & prod elements effectively and appropriately. 	<ol style="list-style-type: none"> 1. Evaluate piece against intentions, using audience response to back up. 2. Reflect on learning throughout project AND explain impact on future work.
Director's Notebook (35% SL / 20% HL)	<ol style="list-style-type: none"> 1. Explain research into play and its contexts. 2. Explain ideas/themes in play, linking to how author addresses them. 	<ol style="list-style-type: none"> 1. Explain your <i>initial</i> responses, brainstorm, mood boards etc. 2. Clear links to live plays you've seen in past, AND explain how those directors created TEAM moments. 	<ol style="list-style-type: none"> 1. Explain intentions for staging of <i>whole</i> play, with clear plans, sketches etc. 2. Explain intended impact on audience AND how this will be achieved using perf & prod elements. 	<ol style="list-style-type: none"> 1. Explain in detail how 2 moments would be staged. 2. Explain how moments of TEAM will be created in these moments, clearly linking to choices in perf & prod elements.

Teachers: There is no right or wrong way to sequence these tasks - it depends on your school and what else students have going on. I prefer the following:
 1: CP - Busy IB2 students are more available for collaboration sessions after school earlier in the year! 2: RP 3: STP 4: DN - The only truly independent task in my book - I save this til the end of the year where students have so much going on it is impossible for them to co-ordinate group rehearsals/feedback sessions needed in other tasks.