



## IB MYP Theater 2 (10th Grade) 2

December

**7**

Thursday

10:10 AM

Reflection

### Th Art-Nov/Dec Monthly Assignment-Live Play Report

Students are to complete the live play report over the script they read for the monthly assignment.

Here is the link to the live play report:

[https://docs.google.com/a/mwschool.org/document/d/1qXMU0EycjN2B3c2hsy9cejG\\_MY-cts5DdD2aCQCKRZg/edit?usp=sharing](https://docs.google.com/a/mwschool.org/document/d/1qXMU0EycjN2B3c2hsy9cejG_MY-cts5DdD2aCQCKRZg/edit?usp=sharing)

#### Freedoms and Limitations of Expression

W2 November (4 weeks)



Identity



Fairness and development



The identity of culture's structure and boundaries is influenced by laws created by the governing entity.

#### Criterion A: Knowing and understanding

##### Achievement Level

##### Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>Criterion A: The student demonstrates an understanding how effective and meaningful use of sound/music, sets/set pieces, and lighting works in conjunction with the performers to provide a more complete piece of entertainment for the audience.</p> <p>The student demonstrates limited knowledge and understanding of the art form studied, including concepts, processes and limited use of subject-specific terminology, demonstrates limited understanding of the role of the art form in original or displaced contexts, demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p>
1 – 2	<p>The work provided lists with little to no explanation of and/or understanding of purpose or intent as it relates to:</p> <p>a. sound-either response is lacking or did not consider the use of sound beyond they could hear the performance or sound was used. (OR) The work did not consider proposed sound choices, if appropriate.</p> <p>b. sets- either response is lacking or did not consider the use of sets or set pieces as a means of supporting the performance of the play.</p> <p>c. lights- either response is lacking or did not consider the use of lights beyond they could see the performance or lighting was used.(OR) The work did not consider proposed lighting choices, if appropriate.</p>
3 – 4	<p>The student demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes and adequate use of subject-specific terminology, demonstrates adequate understanding of the role of the art form in original or displaced contexts, demonstrates adequate use of</p>



acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

The work provided outlines with adequate explanation of and/or understanding of purpose or intent as it relates to:

a. sound- response is adequate in considering a general use of sound creatively to communicate an intention and create an impact on the audience, but examples from the performance are vague and underdeveloped. (OR) The work did consider and generally outlined a use proposed sound choices though lacking in specific application and/or detail, if appropriate.

b. sets- sets or set pieces or lack of a set are adequately discussed in a general sense with a lacking explanation of the impact the sets had on the overall quality of the performance.

c. lights- response is adequate in considering a general use of lighting creatively to communicate an intention and create an impact on the audience, but examples from the performance are vague and underdeveloped. (OR) The work did consider and generally outlined a use proposed lighting choices though lacking in specific application and/or detail, if appropriate.

The student demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes and substantial use of subject-specific terminology, demonstrates substantial understanding of the role of the art form in original or displaced contexts, demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

The work provided outlines with substantial explanation of and/or understanding of purpose or intent as it relates to:

a. sound- response is substantial in considering a more specific use of sound creatively to communicate an intention and create an impact on the audience and examples from the performance are usually specific and developed. (OR) The work did consider and apply a use of proposed sound choices with some specific details of application and/or intended impact based on sound choices, if appropriate.

b. sets- sets or set pieces or lack of a set are substantially discussed with specific references (pictures and/or written descriptions) to details of the set and a usually specific explanation of the impact the sets had on the overall quality of the performance.

c. lights- response is substantial in considering a specific use of lighting creatively to communicate an intention and create an impact on the audience, and examples from the performance are usually detailed and developed. (OR) The work did consider and apply a use of proposed lighting choices with some specific details of application and/or intended impact based on lighting choices, if appropriate.

The student demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes and excellent use of subject-specific terminology, demonstrates excellent understanding of the role of the art form in original or displaced contexts, demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

The work provided outlines with excellent explanation of and/or understanding of purpose or intent as it relates to:

5 – 6

7 – 8



a. sound- response is excellent in considering a clear and creative interpretation and understanding of the use of sound to communicate an intention and create an impact on the audience and examples from the performance are clear and detailed. (OR) The work did consider and creatively applied a use of proposed sound choices with clear and creative details of application and/or intended impact based on sound choices, if appropriate.

b. sets- sets or set pieces or lack of a set are excellently discussed with clear and creative references (pictures and/or written descriptions) to details of the set and a insightful explanation of the impact the sets had on the overall quality of the performance.

c. lights- response is excellent in considering a clear and creative interpretation and understanding of the use of lighting to communicate an intention and create an impact on the audience and examples from the performance are clear and detailed. (OR) The work did consider and creatively applied a use of proposed lighting choices with clear and creative details of application and/or intended impact based on sound choices, if appropriate.

**Criterion D: Responding**

**Achievement Level**

**Descriptor**

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>Criterion D: The work demonstrates an understanding of identifying and creating a relevant thematic statement that correlates to the play. In addition correlation of the theme of the play to a LP and understanding of the meaning of the LP definition. A selfie taken at the play is also included.</p> <p>a. no selfie</p> <p>b. no thematic statement provided</p> <p>c. no directorial intention</p> <p>d. no LP correlation</p>
1 – 2	<p>The student constructs limited meaning and may transfer learning to new settings creates a limited artistic response, which may intend to reflect or impact on the world around him or her, presents a limited critique of the artwork of self and others.</p> <p>a. The theme is listed as a concept and not a full statement with a message to be learned and/or gained from the play. Lacking 1 of the support examples.</p> <p>b. LP selected but lacking a demonstration of understanding of the LP or the connections are superficial and/or limited. Lacking 1 of the support examples and/or did not reference the LP definition per the instructions.</p> <p>c. directorial intention is listed, lacking clarity, and does not demonstrate how theatrical elements were implemented to create intention.</p>
3 – 4	<p>The student constructs adequate meaning and occasionally transfers learning to new settings, creates an adequate artistic response, which intends to reflect or impact on the world around him or her, presents an adequate critique of the artwork of self and others.</p> <p>a. The theme is phrased as a general statement, but the statement is underdeveloped, cliched, and/or does not present a clear message to be learned and/or gained from the play. Lacking clarity in the 2 support examples from the performance.</p>



b. LP selected but lacking a demonstration of understanding of the LP or the connections are superficial and/or limited. Lacking clarity in the 2 support examples from the performance and/or did not reference the LP definition per the instructions.

c. directorial intention is adequately outlined, providing a general insight of what the student perceived as the directorial intention in the context of the play, and demonstrates a general application of theatrical elements that were implemented to create intention.

The student constructs appropriate meaning and regularly transfers learning to new settings, creates a substantial artistic response, which intends to reflect or impact on the world around him or her, presents a substantial critique of the artwork of self and others.

a. No selfie, but did include a picture of the program and/or ticket

b. The theme is phrased as a mostly specific statement, and presents a message to be learned and/or gained from the play. Clarity in the 2 support examples from the performance is mostly specific in how the theme is demonstrated.

5 — 6

c. LP selected is appropriate and demonstrates an understanding of the LP and how it connects to the themes. The 2 support examples from the performance are mostly specific, but did not make appropriate or clear references the LP definition per the instructions.

d. directorial intention is substantially described, providing insight as to what the student perceived as the directorial intention in the context of the play, and demonstrates a mostly specific application of theatrical elements that were implemented to create intention.

The student constructs meaning with depth and insight and effectively transfers learning to new settings, creates an excellent artistic response which intends to effectively reflect or impact on the world around him or her, presents an excellent critique of the artwork of self and others.

a. Selfie included

b. The theme is phrased clearly as a specific statement, and presents a clear message to be learned and/or gained from the play. Clarity in the 2 support examples from the performance is specific in how the theme is demonstrated.

7 — 8

c. LP selected is inspired and clear and demonstrates an clear understanding of the LP and how it connects to the themes. The 2 support examples from the performance are specific and make appropriate and clear references the LP definition per the instructions.

d. directorial intention is clearly explained, providing clear and specific insight as to what the student perceived as the directorial intention in the context of the play, and demonstrates a clear and creative understanding and application of theatrical elements that were implemented to create intention.

