



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

October

**30**

Monday

10:00 AM

Performance

### Summative performances of collaborative musical scenes

Students will perform their culturally influenced musical theatre scene including the lead in and lead out dialogue that provides a context for the scene as well as music and stage set up that demonstrates the application and understanding of their research from the collaborative ppt. Students are expected to use at least 2 of the following: symbolic costumes, make up that reflects the culture of influence, masks reflective of the culture, props, and/or stage setting.

#### Forms of Musical Theatre Beyond Broadway

W3 September (5 weeks)



Communication



Globalization and sustainability



How people express ideas relies on a composition form to communicate its intentions regardless of commonality, diversity, or inter-contentedness.

#### Criterion B: Developing skills

##### Achievement Level

##### Descriptor

	The student(s) do not reach a standard described by any of the descriptors below.
0	Criterion B: Developing Skills: The choreography/movement is influenced by research provided in the collaborative group PPT and is reflective of the staging of this style of musical performance and is appropriate for the staging of the musical number the group chose for performance based on their research.
1 – 2	<p>The student(s) demonstrates limited acquisition and development of the skills and techniques of the art form studied, demonstrates limited application of skills and techniques to create, perform and/or present art.</p> <p>a. choreography is limited in its form from the research provided in the PPT as the research is vague or superficial in its information about what the movement/choreography looks like in this performance style.</p> <p>b. choreography/movement appears to be inappropriate, unrehearsed, or lacking in its execution as it reflects the performance style associated with this form of theatre.</p>
3 – 4	<p>The student demonstrates adequate acquisition and development of the skills and techniques of the art form studied, demonstrates adequate application of skills and techniques to create, perform and/or present art.</p> <p>a. choreography is adequate in its influence from the research provided in the PPT as the research is general in outlining what the movement/choreography looks like and (may) mean symbolically in this performance style.</p> <p>b. choreography/movement appears to be somewhat appropriate based on the group being generally informed about the movement as it reflects the</p>



performance style associated with this form of theatre. The performance looks somewhat prepared and coordinated.

The student demonstrates substantial acquisition and development of the skills and techniques of the art form studied, demonstrates substantial application of skills and techniques to create, perform and/or present art.

5 – 6  
a. choreography is substantial in its influence from the research provided in the PPT as the research is mostly specific in describing what the movement/choreography looks like and (may) mean symbolically in this performance style.

b. choreography/movement appears to be quite appropriate based on the group being substantially informed about the movement as it reflects the performance style associated with this form of theatre. The performance looks significantly prepared and coordinated.

The student demonstrates excellent acquisition and development of the skills and techniques of the art form studied, demonstrates excellent application of skills and techniques to create, perform and/or present art.

7 – 8  
a. choreography is excellent in its influence from the research provided in the PPT as the research is specific in explaining what the movement/choreography looks like and (may) mean symbolically in this performance style.

b. choreography/movement appears to be completely appropriate based on the group being clearly informed about the movement as it reflects the performance style associated with this form of theatre. The performance looks excellently prepared and coordinated. The performers stretched themselves artistically to engage in this performance style.

### Criterion C: Thinking creatively

#### Achievement Level

#### Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>Criterion C: Thinking Creatively: The performance demonstrates an understanding of the genre of the musical performance style and is supported by the use of (at least 2) representational costumes, props, projections, stage set up, use of masks or make up reflective of the performance style, and/or other technical elements and contextual dialogue (lead in and lead out dialogue) that present a complete interpretation of the piece.</p>
1 – 2	<p>The student develops a limited artistic intention, which is rarely feasible, clear, imaginative or coherent, demonstrates a limited range or depth of creative-thinking behaviours, demonstrates limited exploration of ideas to shape artistic intention, which may reach a point of realization.</p> <p>a. Limited or inappropriate use of (at least 2):</p> <ul style="list-style-type: none"><li>representational costumes</li><li>props</li><li>projections</li><li>stage set up</li><li>masks or make up</li><li>other appropriate and/or meaningful technical elements</li></ul> <p>b. Opening/closing dialogue is limited or inappropriate for providing context for the musical moment of theatre</p>



The student develops an adequate artistic intention, which is occasionally feasible, clear, imaginative and/or coherent, demonstrates an adequate range and depth of creative-thinking behaviours, demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.

a. Adequate use of but in need of refinement (at least 2):

3 — 4

representational costumes  
props  
projections  
stage set up  
masks or make up  
other appropriate and/or meaningful technical elements

b. Opening/closing dialogue is appropriate for providing a general context for the musical moment of theatre, but lacks clarity, depth, and/or understanding

The student develops a substantial artistic intention, which is often feasible, clear, imaginative and coherent, demonstrates a substantial range and depth of creative-thinking behaviours, demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.

a. Substantial use of but lacking creativity of application (at least 2):

5 — 6

representational costumes  
props  
projections  
stage set up  
masks or make up  
other appropriate and/or meaningful technical elements

b. Opening/closing dialogue is substantial for providing a context for the musical moment of theatre, but lacks some creativity or inspired choices.

The student develops an excellent artistic intention, which is consistently feasible, clear, imaginative and coherent, demonstrates an excellent range and depth of creative-thinking behaviours, demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

a. Excellent, creative, and inspired use of (at least 2):

7 — 8

representational costumes  
props  
projections  
stage set up  
masks or make up  
other appropriate and/or meaningful technical elements

b. Opening/closing dialogue is creative and inspired for providing an excellent and clear context for the musical moment of theatre.

Grade:

0-4 = 45-55

5-8 = 58-65

9-11 = 68-72

12-14 = 75-80

15-17 = 82-88

18-20 = 90-94

21-24 = 95-100

