



IB MYP Theater 2 (10th Grade) 2

December

11

Monday
10:00 AM

Presentation

Th Art-Final paper due

The final draft of the 2000 word paper, a copy of the performance or detailed description, and a minimum of 5-6 properly cited sources is due by the end of the period.

Freedom 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>The student identifies and explains influences government has on Theatre with examples of the influence using a wide variety of properly cited resources and in no more than 900-1000 words.</p> <p>a) Paper is not on topic b) No supporting examples c) No citations or reference as to which information came from which source d) Paper is less than 500 words</p>
1 - 2	<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> <p>a. The correlation between influence of government and Theatre is limited and unclear and lacking supporting information that would demonstrate and explain how government has influenced the selected theatre form. The work seems to be more of opinion or conclusion rather than researched information.</p> <p>b. The provided examples of influence of government on a specific theatre form are either lacking, superficial, or do not demonstrate an influence of the government (or ruling body) on the way Theatre was allowed to exist under that governmental influence.</p> <p>c. The citations (1-2 total sources) are improper and listed primarily as web links with no indication of which information came from which source.</p> <p>d. The paper is 600-699 and/or is lacking in quality information to properly explore topic.</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 acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

3 - 4

a. The correlation between influence of government and Theatre is adequate and provides general supporting information that demonstrates and outlines a general sense of how government has influenced the selected theatre form, but is lacking in clear and meaningful support from research. The work seems to be a mix of opinion or conclusion with some researched information.

b. The provided examples of influence of government on a specific theatre form are adequate and demonstrate some general influences of the government (or ruling body) on the way Theatre was allowed to exist under that governmental influence.

c. The citations (3 total sources) are improper and listed primarily as web links with either some attempt at proper citation with little to no indication of which information came from which source.

d. The paper is 700 to 799 words or less or exceeds the 800 word minimum and/or demonstrates general quality information to properly explore topic.

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.

5 - 6

a. The correlation between influence of government and Theatre is substantial and demonstrates supporting details that demonstrates and describes a sense of how government has influenced the selected theatre form. The work seems to be a primarily researched with some opinions or conclusions that require additional support from research.

b. The provided examples of influence of government on a specific theatre form are substantial and demonstrate some mostly clear influences of the government (or ruling body) on the way Theatre was allowed to exist under that governmental influence.

c. The citations (4 sources total) are mostly proper and listed primarily in a consistent and proper form with some missing information (author, publication date, publisher, etc.) with some indication of which information came from which source.

d. The paper is between 800-899 words and/or demonstrates substantial quality of information to properly explore topic.

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.

7 - 8

a. The correlation between influence of government/ruling class and the laws/traditions and Theatre is excellent and is explained with clear supporting details that demonstrates and explains how government has influenced the selected theatre form. The work is well researched and conclusions drawn are supported by researched information.



b. The provided examples of influence of government on a specific theatre form are excellent and demonstrate clear examples of influence of the government (or ruling body) on the way a specific form of Theatre was allowed to exist under that governmental influence.

c. The citations (3 per person with on possible shared [a total of 5-6]) are proper and listed in a consistent and proper form with clear indication of which information came from which source.

d. The paper is between 900-1000 words and demonstrates an excellent quality of information to properly explore topic without exceeding word maximum.

Criterion B: Developing skills

Achievement level

Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>The piece selected demonstrates a a correlation between the piece and the influence of government of the pieces as well as a use of information from their research to connect the influence of government to inform the moment of theatre they will present.</p> <p>a) The justification for the selected theatre piece is incomplete.</p> <p>b) Chosen piece does not demonstrate any intended impact on the audience as it pertains to their relation of what theatre might look like under this form of government.</p>
1 - 2	<p>The student 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) The justification and impact explanation is for the theatre piece selected is 600-699 words. It demonstrates limited correlation to the influence of government demonstrated in the chosen piece, but lacks detail to demonstrate a clear connection between the research and the performance piece.</p> <p>b) Chosen piece is not from the time period and/or from the form of government of influence region OR is an original performance that is more of a performance of the report information with limited information or insight into how the piece is influenced by government.</p> <p>c) The intended impact of the piece on the audience is addressed in a way that is limited to the performers not demonstrating their understanding of what it means to create an impact on their audience. (To create an impact means that the performance leaves the audience feeling affected by the performance and with an understanding that you the performers intended.)</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) The justification and impact explanation is for the theatre piece selected is 700-799 words. It demonstrates an adequate correlation to the influence of government demonstrated in the chosen piece, the detail to demonstrate a clear connection between the research and the performance piece is non-specific to either and the correlation is not clear.</p> <p>b) Chosen piece is from the time period and/or from the form of government of influence region OR is an original performance that is more of a performance of the report information with adequate information or insight into how the piece is influenced by government.</p>



c) The intended impact of the piece on the audience is addressed in a way that is adequate to the performers demonstrating their understanding of what it means to create an impact on their audience through some creative choices made in performing the piece. (To create an impact means that the performance leaves the audience feeling affected by the performance and with an understanding that you the performers intended.)

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.

a) The justification and impact explanation is for the theatre piece selected is 800-899 words. It demonstrates a substantial correlation to the influence of government demonstrated in the chosen piece, the detail to demonstrate a clear connection between the research and the performance piece is mostly specific to both the piece and the correlation to the law/traditions enforced by the government.

5 - 6

b) Chosen piece is from the time period and/or from the form of government of influence region OR is an original performance that is more of a performance of the report information with substantial information or insight into how the piece is influenced by government.

c) The intended impact of the piece on the audience is addressed in a way that is substantial in that the performers demonstrate their understanding of what it means to create an impact on their audience through mostly creative choices made in performing the piece. (To create an impact means that the performance leaves the audience feeling affected by the performance and with an understanding that you the performers intended.)

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.

a) The justification and impact explanation is for the theatre piece selected is 900-1000 words. It demonstrates a clear and excellent correlation to the influence of government demonstrated in the chosen piece, the detail to demonstrate a clear connection between the research and the performance piece is excellent to both the piece and the correlation to the law/traditions enforced by the government.

7 - 8

b) Chosen piece is from the time period and/or from the form of government of influence region OR is an original performance that is more of a performance than trying to perform a report with excellent information or insight into how the piece is influenced by government.

c) The intended impact of the piece on the audience is addressed in a way that is clear, creative, and excellent in that the performers demonstrate their understanding of what it means to create an impact on their audience through clear and creative choices made in performing the piece. (To create an impact means that the performance leaves the audience feeling affected by the performance and with an understanding that you the performers intended.)

Criterion C: Thinking creatively

Achievement level

Descriptor

0

The student does not reach a standard described by any of the descriptors below.

The 4-6 minute piece presented uses performance space, movement, character, and/or other theatrical elements (costume, projections, make up, sound, props, meaningful lighting, set pieces, or other elements) to demonstrate and present how theatre exists and is influenced under other forms of government.



a) No performance given

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.

1 - 2

a) Performance is under 4 minute minimum.

b) Performance appears limited in scope and application. It is unrehearsed and/or not planned out to demonstrate what the theatre form may look like under the influence of government. Limited to no use of performance space, movement, character, and/or other theatrical elements (costume, projections, make up, sound, props, meaningful lighting, set pieces, or other elements).

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.

3 - 4

a) Performance is within the 4-6 minute performance window, but reached minimum by use of pauses or other non-performance methods.

b) Performance appears adequate in scope and application. It is memorized, but lacks a planned out performance to demonstrate what the theatre form may look like under the influence of government. Some use of performance space, movement, character, and/or other theatrical elements (costume, projections, sound, make up, props, meaningful lighting, set pieces, or other elements), but it not always clear the intention of the theatrical elements to the performance.

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.

5 - 6

a) Performance is within the 4-6 minute performance window, but reached minimum by use of minor pauses and/or non-performance methods.

b) Performance appears substantial in scope and application. It is memorized, and seems like planned out performance, with some unclear aspects, that demonstrate what the theatre form may look like under the influence of government. Some creative use of performance space, movement, character, and/or other theatrical elements (costume, projections, make up, props, meaningful lighting, sound, set pieces, or other elements), but it not always clear the intention of the theatrical elements to the performance.

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.

7 - 8

a) Performance is within the 4-6 minute performance window, and reached minimum and did not exceed maximum. Performance time utilized creatively to present a clear and informed piece.

b) Performance appears excellent in scope and clear understanding of intent and application. It is memorized, and is a well planned out performance, with creative and inspired choices, that demonstrate what the theatre form may look like under the influence of government. Creative use of performance space, movement, character, and/or other theatrical elements (costume, projections, make up, props, meaningful lighting, sound, set pieces, or other



elements), and is clear in the intention of the theatrical elements in the performance.

