

IB Theatre

Internal Assessment

Collaborative Project

Internal Assessment Tasks:

1. Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) to a specified target audience from a starting point selected by the ensemble.
2. They submit a process portfolio (15 pages maximum) which documents their own individual approaches and skills, the exploration of the **starting point** selected by the ensemble, the nature of the collaboration and the student's individual contribution to the creation and presentation of the piece of theatre.
3. The student submits a video recording (4 minutes maximum) in support of the process portfolio which the student selects from the unedited video recording of the created piece.

Perspective—all students approach this task in the role of collaborative creators of original theatre within an ensemble.

Aim—the aim of this task is for students to:

- participate in the collaborative process of creating an original theatre piece for presentation
- examine and research processes of collaboratively creating original pieces of theatre
- examine their own skills and approaches
- analyse their contributions, artistic choices and contributions to the collaborative process of creating and staging a piece of original theatre.

Understandings—through this exploration students will understand:

- the importance of research to inspire and develop an original theatre piece from a starting point
- the nature of collaboration in theatre
- the artistic processes and skills necessary to collaboratively create original theatre and how these are realized in production
- the impact of their individual contributions and artistic choices.

<u>Preparation process:</u>	Theatre in Context	Theatre Processes	Presenting Theatre
Collaboratively Creating Original Theatre	Reflecting on their own personal approaches, interests and skills in theatre. Researching and examining at least one starting point and the approaches employed by one appropriate professional theatre company and considering how this might influence their own personal approaches	Responding to at least one starting point and engaging with the process of transforming it collaboratively into an original piece of theatre	Participation in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others

Assessing the task:

Students undertake the following process for assessment.

Theatre in Context:

- Each student reflects on their own personal context, identifying their own approaches, interests and skills in theatre, with a view to using this information to determine who they will collaborate with for this project
- Each student researches the work of a professional company that creates and stages original pieces of theatre (not already studied in depth as part of the theatre course) and examines the approaches employed by the professional company. The research may take a variety of forms, such as websites, published articles, direct communication with the company, interviews and experiences of practical workshops, for example
- In light of the process above, students form groups (ensembles) of no more than six people with whom to collaboratively create. Each ensemble collaboratively selects a starting point (idea, issue, theme, non-dramatic text, music, object, image, event or site) that they feel has potential for development into an original piece of theatre
- Each student researches the selected starting point, identifying its theatrical possibilities and presenting this to the ensemble
- The ensemble uses the research to formulate their intentions for the piece. They select a target audience and identify their intended impact on this target audience
- Each student documents this in their theatre journal, paying particular attention to their individual approach, research and contribution to the collaborative process

Theatre Processes

- Each ensemble explores the starting point practically, developing ideas for the final piece
- Each student leads the ensemble through a practical exploration of artistic ideas based on their research, interests and skills. This exploration may be in terms of creating, designing, directing or performing material
- The ensemble collaboratively develops and structures a piece of theatre from their exploration and rehearse this
- Each ensemble is responsible for the construction of any technical or scenic production elements, such as set-building, rigging and other designed elements for their collaborative piece. This is approached with clear attention to health and safety requirements
- Each student documents this in their theatre journal, paying particular attention to their contribution to the collaborative process

Presenting Theatre

- The collaboratively created original piece of theatre (13-15 minutes) is presented to an audience as a fully realized production. Following the presentation, each ensemble holds a talkback session with the audience to gauge the impact the piece had and to begin assessing the extent to which the piece fulfilled the ensemble's intention
- A maximum of 4 minutes of video recordings is then selected by each student from the video recording of their whole 13-15 minute production
- Each student reflects on the collaborative creation of the piece as well as on the final presentation of the original piece of theatre to an audience, making reference to key moments demonstrated in the video recording and explaining how decisions made during the collaborative process came to fruition in the presentation. They also reflect on the process of collaboration, its benefits and its challenges
- They analyze their individual contributions and justify the artistic choices they made. They consider the impact the piece has had on their target audience and the extent to which their individual contribution supported the ensemble's intentions and vision of the piece

Using the Theatre Journal in this task: Students should use their theatre journal to document their skills, interests and approaches and the way the ensemble has been formed. They record their research into professional theatre companies that collaboratively create original theatre and their initial responses to the starting point. They record their contribution to the process of exploring the starting point and creating, designing and presenting the original theatre piece, paying particular attention to the specific explorations led by the students individually as well as their experiences of collaborating. From the journal the students will select, adapt and present for submission an annotated selection of their research and exploration as the basis for the process portfolio, focusing on clearly communicating their processes, the nature of collaboration and justification for their choices.

Identifying the starting point:

The starting point must be selected from one of the following:

- An event
- Idea, issue, question or theme
- Image or photograph
- Non-dramatic text
- Object
- Person
- Piece of music
- Site
- Street art, graphic novel or comic strip

Structuring the Process Portfolio:

The process portfolio may be up to 15 pages in length and can contain a variety of materials in different formats (such as text, visuals, diagrams and so on) depending on the nature of the project. It should demonstrate the dynamic stages of a creative process, preparation, action, reflection.

Any illustrations, charts, mind maps, visuals, diagrams, or designs used within the portfolio must be clearly annotated and appropriately referenced to acknowledge the source (MLA Format).

The Process Portfolio should contain a table of contents (which is excluded from the page count) and all pages, should be numbered. The main body of the process portfolio should be structured using the following subheadings:

- My personal context and my research into a professional company that creates and stages original pieces of theatre
- The formation of my group and our exploration of the starting point (including our target audience and intentions for the piece)
- Reflections on the collaborative development of our piece and the specific explorations led by me
- My contribution to the final 13-15 minute presentation, the impact on the audience and my artistic choices (as seen in the video)

Students are required to submit a separate list of all sources cited (MLA format)

Formal requirements of the task

Each student submits for assessment:

* A process portfolio (15 pages maximum which includes)

- The student's identification of their own approaches, interests and skills in theatre and research into the approaches used by a professional company that creates and stages original pieces of theatre (not already studied in depth as part of the theatre course)
- The student's account of the formation of the ensemble and the exploration of the starting point selected by the ensemble, which includes identifying the target audience and intentions of the piece
- The student's reflection on the collaborative development, structuring and preparation of the piece for presentation and the specific artistic explorations, led by the student
- The student's evaluation of their own contribution to the final 13-15 minute presentation, the extent to which the piece fulfilled its intentions, the impact it had on the audience and the analysis and justification of their specific artistic choices (as evidenced in the video recording outlined below)
- A video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece; the selected footage must be chosen by the student and must demonstrate artistic choices made by the student; it can be either one continuous shot or can be from two different moments (maximum) in the presentation; the combined total submitted must not exceed 4 minutes of footage for each student
- A list of all sources cited (MLA format)

External Assessment Criteria:

A	Theatre in Context: The personal context and research into a professional company	8
B	Theatre Processes: The formation of the group and exploration of the starting point (including target audience and intentions for the piece)	8
C	Presenting Theatre: Reflections on the development of the piece and the specific explorations led by the student	8
D	Presenting Theatre: Evaluation of the student's contribution to the final. 13-15 minute performance and their and their artistic choices (as seen in the video)	8
	Total	32

32/32 = 100%; translates to 100 Unassisted Points in BHS Gradebook

Student Name: _____

Criteria:

A. Theatre in Context: The Personal Context and Research into a professional company

- **To what extent does the student present their own personal context and outline their own approaches, interests and skills in theatre?**
- **To what extent does the student present their research into the approaches used by a professional company that creates and stages original pieces of theatre?**

0	The work does not reach a standard described by the descriptors below
1-2	The work is inconsistent : <ul style="list-style-type: none">• The student lists their own personal approaches, interests and skills in theatre• The student lists the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with little consideration of how this research may influence their approach to collaborate theatre making
3-4	The work is underdeveloped : <ul style="list-style-type: none">• The student outlines their own personal approaches, interests and skills in theatre• The student outlines the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with some consideration of how this may influence their approach to collaborative theatre making
5-6	The work is good : <ul style="list-style-type: none">• The student describes their own personal approaches, interests and skills in theatre• The student describes the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with consideration of how this may influence their approach to collaborative theatre making
7-8	The work is excellent : <ul style="list-style-type: none">• The student explains their own personal approaches, interests and skills in theatre• The student explains the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, clearly and fully considering how this may influence their approach to collaborative theatre making

25% of Assignment Grade, which will translate to 25 Unassisted Points in BHS Gradebook

B. Theatre processes: The Formation of the group and exploration of the starting point (including target audience and intentions for the piece)

- **To what extent does the student reflect on the process involved in forming the collaborative group?**
- **To what extent does the student explain how the group went about exploring the starting point, which includes identifying the target audience and intentions for the group?**

0	The work does not reach a standard described by the descriptors below
1-2	<p>The work is inconsistent:</p> <ul style="list-style-type: none"> • The student lists milestones in forming the collaborative group, showing little or no awareness of the challenges and benefits of collaboration • The student lists milestones in the collaborative exploration of the starting point, with little consideration of how the target audience or artistic intentions were identified
3-4	<p>The work is underdeveloped:</p> <ul style="list-style-type: none"> • The student outlines the process of forming the collaborative group, showing some awareness of the challenges and benefits of collaboration • The student outlines how and why the ensemble collaboratively explored the starting point, with some consideration of how the target audience and artistic intentions were identified
5-6	<p>The work is good:</p> <ul style="list-style-type: none"> • The student describes the process of forming the collaborative group, reflecting on the challenges and benefits of collaboration • The student describes how and why the ensemble collaboratively explored the starting point, with consideration of how the target audience and artistic intentions were identified
7-8	<p>The work is excellent:</p> <ul style="list-style-type: none"> • The student explains the process of forming the collaborative group, clearly and effectively reflecting on the challenges and benefits of collaboration • The student explains how and why the ensemble collaboratively explored the starting point, with clear consideration of how the target audience and artistic intentions were identified

25% of Assignment Grade, which will translate to 25 Unassisted Points in BHS Gradebook

C. Presenting theatre: Reflections on the development of the piece and the specific explorations led by the student

- **To what extent does the student reflect on the collaborative process employed to develop, structure and prepare the original theatre piece for presentation?**
- **To what extent does the student reflect on the specific explorations they led with the group and the contribution this made to the shaping of the production?**

0	The work does not reach a standard described by the descriptors below
1-2	The work is inconsistent : <ul style="list-style-type: none"> • The student lists key milestones in how the group practically developed, structured and prepared the original piece for presentation, with little identification of their contribution to this process • The student lists the specific artistic explorations they led with the group
3-4	The work is underdeveloped : <ul style="list-style-type: none"> • The student outlines how the group practically developed, structured and prepared the original piece for presentation, with some identification of their contribution to the process • The student outlines the specific artistic, explorations they led with the group and state how this contribution helped the final production
5-6	The work is good : <ul style="list-style-type: none"> • The student describes how the group practically developed, structured and prepared the original piece for presentation, identifying their own contribution to this process • The student describes the specific artistic explorations they led with the group and reflect on how this contribution helped shape the final production
7-8	The work is excellent : <ul style="list-style-type: none"> • The student clearly explains how the group practically developed, structured and prepared the original piece for presentation, clearly identifying their own contribution to this process • The student provides insightful reflection on the specific artistic explorations, they led with the group and explain how this contribution helped shape the final production

25% of Assignment Grade, which will translate to 25 Unassisted Points in BHS Gradebook

D. Presenting Theatre: Evaluation of the student’s contribution to the final 13-15 minute performance and their artistic choices (as seen in the video)

- **To what extent does the student evaluate the presentation of the original 13-15 minute theatre piece, the extent to which the piece fulfilled its intentions and the impact it had on the audience?**
- **To what extent does the student analyze and justify their artistic choices (as evidenced in the selected video recording)?**

0	The work does not reach a standard described by the descriptors below
1-2	The work is inconsistent : <ul style="list-style-type: none">• The student attempts to evaluate the presentation of the original piece, listing ways in which the piece fulfilled its intentions and the extent to which it achieved its impact on the audience, but this is superficial or inconsistent• The student lists the ways in which their own specific artistic choices were made as evidenced in the selected video recording
3-4	The work is underdeveloped : <ul style="list-style-type: none">• The student provides a clear evaluation of the presentation of the original piece, outlining how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience• The student outlines their own specific artistic choices as evidenced in the selected video recording
5-6	The work is good : <ul style="list-style-type: none">• The student provides a clear and effective evaluation of the presentation of the original piece, describing how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience• The student describes their own specific artistic choices as evidenced in the selected video recording
7-8	The work is excellent : <ul style="list-style-type: none">• The student provides a clear, effective and sophisticated evaluation of the presentation of the original piece, explaining how the piece fulfilled its intentions, and the extent to which it achieved its impact on the audience• The student explains their own specific artistic choices as evidenced in the selected video recording

25% of Assignment Grade, which will translate to 25 Unassisted Points in BHS Gradebook