

BIG IDEAS

Traditions, perspectives, worldviews, and stories can be shared through **scriptwriting** and directing.

Growth as an artist requires perseverance, resilience, and reflection.

Scriptwriters and directors use language and action to present ideas and influence others.

Directors shape the audience's **aesthetic experiences** through **script** interpretation and artistic choices.

Scriptwriters and directors are influenced by history, culture, and community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> Explore, create, and refine dramatic works Intentionally select voices, styles, and perspectives in scriptwriting and directing Examine ideas, emotions, and perspectives through dialogue and action Demonstrate leadership skills and work collaboratively with scriptwriters, directors, actors, and production teams Intentionally select and combine dramatic elements, principles, materials, processes, and technologies Demonstrate creativity and innovation through scriptwriting and directing Write and direct for an intended audience or with an intended message Communicate and interpret ideas through words and action <p>Reason and reflect</p> <ul style="list-style-type: none"> Receive, provide, and apply constructive feedback to refine dramatic works Analyze their work and make connections with others' experiences Examine the influences of dramatic works of social, cultural, historical, environmental, and personal contexts Analyze aesthetic experiences and how they relate to a specific place, time, and context 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> roles and responsibilities of scriptwriters and directors literary techniques, devices, and forms as applied to scriptwriting theory, vocabulary, and practices related to a variety of directing environments dramatic elements dramatic forms scriptwriting and directing vocabulary, skills, and symbols strategies, techniques, and technologies to support creative processes traditional and contemporary First Peoples worldviews, history, and stories communicated through scriptwriting and directing ethics of cultural appropriation and plagiarism health and safety protocols and procedures

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and respond to dramatic works and aesthetic experiences • Communicate about and respond to environmental and social issues to inspire change through scriptwriting and directing • Express personal voice, cultural identity, and perspectives through scriptwriting and directing <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with scriptwriting, directing, performing, and responding to dramatic works • Analyze the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts • Demonstrate respect for self, others, and audience • Explore educational, personal, and professional opportunities in scriptwriting and directing • Examine impacts of scriptwriting and directing on culture and society • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through scriptwriting and directing • Examine the expectations and structures that exist in various scriptwriting and directing environments 	

Big Ideas – Elaborations

- **scriptwriting:** prose or verse composition presented in dialogue and action
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art
- **script:** the written words of a play or film (e.g., for a stage play, musical, screenplay, teleplay)

Curricular Competencies – Elaborations

- **production teams:** producers, designers, and a variety of technical and support personnel
- **feedback:** a form of assessment for learning in which the learner is provided with meaningful observations, comments, and ideas from teachers and peers during the creative process
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **environments:** for example, stage, screen, film or television studio
- **dramatic elements:** character, time, place, plot, tension, mood, focus, contrast, balance
- **dramatic forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of dramatic expression
- **strategies, techniques:** the use of dramatic elements and devices in rehearsal and performance contexts for a desired effect, including but not limited to:
 - skills such as interpretation
 - use of levels, blocking, movement elements, and speaking to the audience
 - speech techniques such as tone, pitch, tempo, accent, and pausing
 - character techniques involving body language, expression, gesture, and interaction
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn