

## BIG IDEAS

Drama communicates ideas, emotions, and perspectives through movement, sound, imagery, and language.

Active participation in drama creates personal and cultural connections and reveals insights into human experience.

Drama offers dynamic ways of exploring our identity and sense of belonging.

Growth as an artist requires active engagement, risk taking, and reflection.

Drama cultivates collaboration through critical reflection, creative co-operation, and the exchange of ideas.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Explore and create dramatic works to express ideas and emotions</li> <li>• Explore dramatic works through presentation or performance</li> <li>• Develop a repertoire of dramatic skills and techniques through presentation or performance</li> <li>• Develop performance skills in a variety of contexts</li> <li>• Intentionally select and combine drama conventions</li> <li>• Experiment with a range of props, processes, and technologies</li> <li>• Create dramatic works with an intended audience in mind</li> <li>• Improvise and take <b>creative risks</b> to express meaning</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Describe, analyze, and <b>respond</b> using drama-specific language</li> <li>• Apply <b>feedback</b> to develop and refine ideas</li> <li>• Reflect on dramatic works and make connections with personal experiences</li> <li>• Examine the influences of social, cultural, historical, environmental, and personal context on drama</li> <li>• Reflect on dramatic experiences and how they relate to a specific <b>place</b>, time, and context</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>drama elements</b>, principles, vocabulary, and symbols</li> <li>• <b>strategies and techniques</b> to support creative processes</li> <li>• <b>character development</b></li> <li>• <b>drama forms and conventions</b></li> <li>• skills specific to a drama genre and/or style</li> <li>• the role of the performer, audience, and venue</li> <li>• movement, sound, image, and form</li> <li>• the influences of time and place on the emergence of dramatic works</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through drama</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b> and respond to dramatic works and experiences in a variety of contexts</li> <li>• Compose, interpret, and expand ideas using symbolism and imagery</li> <li>• Express <b>personal voice</b> to respond to environmental and social issues</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance</li> <li>• Demonstrate respect for self, others, and the audience</li> <li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through dramatic works</li> <li>• Make connections with family and community through drama and theatre</li> </ul>	

Curricular Competencies – Elaborations

- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **respond:** through activities ranging from reflection to action
- **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 and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **drama elements:** for example, character, time, place, plot, tension, mood, focus, contrast, balance
- **strategies and 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; and character techniques involving body language, expression, gesture, and interaction
- **character development:** representing the personal voice, perspective, or worldview of another individual, and the process of refining that representation
- **drama forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of theatrical expression
- **conventions:** actions and techniques (strategies) that the actor, writer, or director employs to create a desired effect
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, story, song, or drama, shared without permission, appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn