

## BIG IDEAS

Theatre offers an **aesthetic experience** with the power to communicate ideas through movement, sound, imagery, and language.

Active participation in theatre creates personal and cultural connections, which offer insight into human experience.

Both the process and the product of theatre are dynamic ways of exploring our identity and sense of belonging.

Growth as a **theatre company** requires perseverance, collaboration, and reflection.

## 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 demonstrate a repertoire of theatre vocabulary, skills, and conventions, through presentation or performance</li> <li>• Explore dramatic works using imagination, observation, and inquiry</li> <li>• Purposefully select and combine drama conventions with an intended audience in mind</li> <li>• Take <b>creative risks</b> to express ideas, meaning, and emotions</li> <li>• Explore a range of theatre experiences</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Receive and apply <b>feedback</b> during the rehearsal and performance process</li> <li>• Describe and <b>respond</b> using drama-specific language</li> <li>• Develop an awareness of self, the audience, the company, and <b>place</b></li> <li>• Develop and refine performance based on self-reflection, audience response, and director feedback</li> <li>• Reflect on personal experiences to make connections in dramatic works</li> </ul> <p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• Share and respond to creative works</li> <li>• Communicate ideas through a theatre production</li> <li>• Express <b>personal voice</b> and perspectives through character development</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements</b>, principles, techniques, vocabulary, and symbols in drama</li> <li>• <b>drama forms</b></li> <li>• <b>strategies and techniques</b> to support creative processes</li> <li>• <b>characterization</b></li> <li>• <b>stage etiquette</b></li> <li>• dramatic <b>conventions</b>, performers, and movements</li> <li>• a variety of drama genres and/or styles</li> <li>• movement, sound, image, and form</li> <li>• roles and responsibilities within a theatre company</li> <li>• contributions of innovative artists from a variety of genres</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>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>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through dramatic works</li> <li>• Explore ways in which drama impacts cultures and society</li> </ul>	

Big Ideas – Elaborations

- **aesthetic experience:** emotional, cognitive, or sensory response to a work of art
- **theatre company:** The intent of the Theatre Company 10, 11, and 12 curricula is to support the creation of a theatre production.

Curricular Competencies – Elaborations

- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **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
- **respond:** through activities ranging from reflection to action
- **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.
- **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

- **elements:** for example, character, time, place, plot, tension, mood, focus, contrast, balance
- **drama forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of theatrical expression
- **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
- **characterization:** the process of representing or expressing the personal voice, perspective, or worldview of another individual
- **stage etiquette:** the accepted behaviours and attitude required throughout the production process, including auditions, rehearsals, and performances
- **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