**Area of Learning: ARTS EDUCATION — Drama Grade 11**

**BIG IDEAS**

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| Individual and collective expression are founded on history, culture,  and community. |  | Drama offers dynamic ways to explore and share identity and a sense of belonging. |  | Growth as an  artist requires perseverance, resilience, and reflection. |  | **Aesthetic experiences** can effect change  in the actor, audience, and environment. |  | Drama encourages creativity, innovation, and collaboration in a variety of contexts. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore and create dramatic works to express ideas, meaning, and emotions * Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance * Develop a repertoire of dramatic skills and techniques through presentation or performance * Develop and refine performance skills in a variety of contexts * Purposefully select and combine dramatic elements and conventions * Experiment with a range of materials, props, processes, and technologies to create and refine performances * Create dramatic works for an intended audience * Improvise and **take creative** **risks** using imagination, exploration, and inquiry   Reason and reflect   * Describe, analyze, and **respond** to ways in which props, technologies, and environments are used in drama, using discipline-specific language * Receive and apply constructive **feedback** to develop and refine ideas * Demonstrate awareness of self, others, and audience * Reflect on dramatic works and make connections with personal experiences * Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works * Reflect on aesthetic experiences and how they relate to a specific **place**, time, and context | *Students are expected to know the following:*   * **dramatic** **elements**,principles, vocabulary,  and symbols * **strategies and techniques** to support  creative processes * **character development** * **dramatic forms** and **conventions** * skills specific to a dramatic genre and/or style * roles of performer, audience, and venue * movement, sound, image, and form * influences of time and place on dramatic works * artists from a variety of genres and cultures * a range of local, national, and intercultural performers and movements * traditional and contemporary First Peoples worldviews, history, and stories communicated through dramatic works * history of a variety of dramatic genres, including their roles in historical and contemporary societies * ethics of **cultural appropriation** and plagiarism * health and safety protocols and procedures |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document** and respond to dramatic works and experiences in a variety of contexts * Use symbolism and imagery to communicate about and respond to environmental  and social issues * Express **personal voice**, cultural identity, and perspectives using dramatic techniques   Connect and expand   * Demonstrate personal and social responsibility associated with creating, performing,  and responding to dramatic works * Explore 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 awareness of self, others, and audience * Explore educational, personal, and professional opportunities in the performing arts * Explore the impacts of dramatic works on culture and society * Explore First Peoples perspectives and knowledge, other **ways of knowing**,  and local cultural knowledge to gain understanding through dramatic works * Make connections through drama with family and community on local, regional,  and national scales |  |