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

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

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

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **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
 |  |