

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
<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 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • 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 <p>Connect and expand</p> <ul style="list-style-type: none"> • 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 	