

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 	

Big Ideas – Elaborations

- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **take 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, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **dramatic elements:** 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
 - 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
- **dramatic forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of dramatic expression
- **conventions:** actions and techniques (strategies) that an 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 or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn