

BIG IDEAS

<p>Growth as a theatre company requires perseverance, reflection, and collaboration.</p>	<p>Artists use movement, sound, imagery, and language to provide unique aesthetic experiences.</p>	<p>Active participation in a theatre company creates personal and cultural connections.</p>	<p>Preparing a theatre production requires active engagement, resilience, and commitment.</p>
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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 design a range of productions in a theatre company • Develop vocabulary, skills, and conventions through presentation or performance • Develop theatre productions collaboratively, using imagination, observation, and inquiry • Select dramatic elements and conventions for a specific audience • Take creative risks to express ideas, meaning, and emotions <p>Reason and reflect</p> <ul style="list-style-type: none"> • Receive and apply constructive feedback • Describe and respond to ways in which props, technologies, and environments are used in theatre productions, using discipline-specific language • Demonstrate awareness of self, audience, the theatre company, and place • Improve performances based on self-reflection, audience response, and director feedback • Draw on personal experiences to refine theatre productions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • dramatic elements, principles, techniques, vocabulary, and symbols • dramatic forms • strategies and techniques to support creative processes • character development • stage etiquette • dramatic conventions, performers, and movements • a variety of dramatic genres and/or styles • movement, sound, and image • roles and responsibilities in a theatre company • artists from a variety of genres and periods • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions • 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"> • Share and respond to theatre productions • Communicate and interpret ideas through a theatre production • Express personal voice, cultural identity, and perspective through character development <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to theatre productions • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through theatre productions • Explore the personal, educational, and professional opportunities in the performing arts • Explore the impacts of culture and society on theatre productions • Connect with other theatre companies on a local, regional, or national scale 	

Big Ideas – Elaborations

- **theatre company:** The intent of the Theatre Company 10, 11, and 12 curricula is to support the creation of a theatre production.
- **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
- **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, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **dramatic elements:** character, time, place, plot, tension, mood, focus, contrast, balance
- **dramatic forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of dramatic 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
 - character techniques involving body language, expression, gesture, and interaction
- **character development:** 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
- **dramatic 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