**Area of Learning: ARTS EDUCATION — Drama: Theatre Company Grade 12**

**BIG IDEAS**

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| Experiences in a **theatre company** are transferable to personal, professional, and educational contexts. |  | Growth as a theatre company requires perseverance, risk taking, and collaboration. |  | Artists can communicate ideas, challenge opinions, and inspire change in  a theatre company. |  | Active participation in a theatre company provides insight into identity, culture, and human experience. |  | Theatre productions are informed by history, culture,  and values. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore, design, and refine a range of productions in a theatre company * Refine vocabulary, skills, and conventions through presentation or performance * Create theatre productions collaboratively using a variety of methods * Intentionally select and combine dramatic elements and conventions for an  intended audience * **Take creative risks** to express ideas, meaning, and intent   Reason and reflect   * Provide and respond to constructive **feedback** * Analyze, 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** * Refine performances based on self-reflection, audience response, and  director feedback * Reflect on personal experiences to develop and refine theatre productions | *Students are expected to know the following:*   * **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, image, and form * roles and responsibilities in a theatre company * innovative artists from a variety of genres, cultures, 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 |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * Share, analyze, and respond to creative works * Select, communicate, and interpret ideas through a theatre production * Express **personal voice**, cultural identity, and values through character development * Demonstrate respect for self, company, and audience   Connect and expand   * 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 personal, educational, and professional opportunities in the performing arts * Analyze the impacts of culture and society on theatre productions * Connect with other theatre companies on a global scale |  |

| **ARTS EDUCATION – Drama: Theatre Company Big Ideas – Elaborations Grade 12** |
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| * **theatre company:** The intent of the Theatre Company 10, 11, and 12 curricula is to support the creation of a theatre production. |

| **ARTS EDUCATION – Drama: Theatre Company Curricular Competencies – Elaborations Grade 12** |
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| * **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 |

| **ARTS EDUCATION – Drama: Theatre Company Content – Elaborations Grade 12** |
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| * **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 |