

BIG IDEAS

Drama communicates ideas, emotions, and perspectives through movement, sound, imagery, and language

Active participation in drama creates personal and cultural connections and reveals insights into human experience.

Drama offers dynamic ways of exploring one's identity and sense of belonging

Growth as an artist is dependent on **risk taking**, perseverance, resilience, and reflection

Drama develops creativity and collaboration by encouraging innovative solutions to challenges.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Develop and demonstrate a repertoire of theatre vocabulary, skills, conventions, styles, and genres through presentation or performance Create dramatic works collaboratively and as an individual using imagination, observation, and inquiry Intentionally select and combine elements and conventions Engage in appropriate risk taking to express ideas, meaning, and emotions Demonstrate creative thinking and innovation in drama using ideas inspired by exploration Experiment with a range of props, processes, and technologies Develop dramatic works with an intended audience in mind <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Describe, analyze, interpret, and respond using drama-specific language Develop an awareness of self and audience Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of performances Reflect on dramatic works and make connections to other experiences Apply knowledge and skills from other disciplines in planning, creating, and performing 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> drama elements, principles, techniques, vocabulary, and symbols, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance a wide variety of strategies and techniques to support creative processes movement, sound, image, and form to convey meaning in drama the influence of time and place on the emergence of drama forms the role of performers and audiences in a variety of contexts contributions of innovative artists from a variety of genres, contexts, time periods, and cultures, including Aboriginal culture a range of local, national, global, and intercultural performers, movements, and drama genres traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through drama history and theory of a variety of drama genres, including their role in historical and contemporary societies

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Document, share, and respond to creative works and experiences in a variety of ways and contexts • Receive and apply feedback to develop and refine ideas • Communicate and interpret ideas • Experience and express emotions and ideas through character development • Express personal voice, cultural identity, perspectives, and values through dramatic techniques • Demonstrate respect for self, others, and the audience • Use drama to respond to and understand environmental and social issues <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Reflect on personal voice, story, and values in connection with a specific place, time, and context • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through dramatic works • Expand skills, processes, and inquiries by making connections with family and community • Demonstrate an understanding of personal, social, cultural, environmental, and historical contexts • Explore ways in which drama impacts cultures and society • Adapt learned skills or processes for use in new contexts • Explore connections through drama and theatre among individuals in the learning community 	<ul style="list-style-type: none"> • the influence of social, cultural, historical, political, and personal context on dramatic work • personal and social responsibility associated with creating, performing, and responding to dramatic performance • the ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

Curricular Competencies – Elaborations

- **conventions:** actions and techniques that the actor, writer, or director employs to create a desired effect (strategies)
- **respond:** involves activities ranging from reflection to action
- **document:** involves 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)
- **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
- **character development:** representing the personal voice, perspective, or worldview of another individual, and the process of refining that representation
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **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 of the world.
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline specific, cultural, embodied, intuitive)

Content – Elaborations

- **drama forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of theatrical expression
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, 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