

## BIG IDEAS

Theatre communicates ideas, emotions, and perspectives through movement, sound, imagery, and language.

Active participation in **theatre production** creates personal and cultural connections and reveals insights into human experience.

Traditions, perspectives, worldviews, and stories can be shared through theatre.

Growth as an artist is dependent on 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Develop a repertoire of production design vocabulary and skills</li> <li>Work collaboratively and as an individual using imagination, observation, and inquiry</li> <li>Intentionally select and combine elements, principles, materials, processes, and technologies</li> <li>Demonstrate creative thinking and innovation in production design</li> <li>Explore a range of props, processes, and technologies, and a variety of roles that support a production team</li> <li>Make choices with an intended audience or effect in mind</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Identify and apply effective <b>feedback</b></li> <li>Describe and <b>respond</b> using appropriate terminology</li> <li>Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of productions</li> <li>Reflect on production development and make connections to other experiences</li> <li>Apply knowledge and skills from other disciplines in planning, creating, and refining future practice</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>elements of <b>production design, technical theatre, and theatre management</b></li> <li><b>drama elements</b>, techniques, vocabulary, and symbols</li> <li><b>elements of design, principles of design, and image development strategies</b></li> <li>a variety of strategies, techniques and roles that support creative processes</li> <li>production roles including, but not limited to: <ul style="list-style-type: none"> <li>lighting design</li> <li>sound design</li> <li>set design and construction</li> <li>costume design</li> <li>production hierarchy and crew responsibilities</li> <li>production management</li> </ul> </li> <li>movement, sound, image, and form to convey meaning in drama</li> <li>the influence of time and place on the emergence of <b>drama forms</b></li> <li>the roles of performers, crew, and audience in a variety of contexts</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b>, share, and respond to creative works and experiences in a variety of ways and contexts</li> <li>• Receive and apply feedback to develop and refine ideas</li> <li>• Communicate and interpret ideas through design</li> <li>• Experience and express emotions through theatre production</li> <li>• Express cultural identity, perspectives, and values through theatre production</li> <li>• Demonstrate respect for self, others, and the audience</li> <li>• Use production elements to respond to and understand social and environmental issues</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect stories and values in connection with a specific <b>place</b>, time, and context</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through theatre production</li> <li>• Explore skills and processes by making connections with family and community</li> <li>• Demonstrate an understanding of personal, social, cultural, environmental, and historical contexts</li> <li>• Explore ways in which production values can impact cultures and society</li> <li>• Adapt learned skills or processes for use in new contexts</li> <li>• Explore connections through drama and theatre among individuals in the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• contributions of innovative artists from a variety of genres and cultures, including Aboriginal culture</li> <li>• a range of local, national, global, and intercultural performers, movements, and drama genres</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through theatre</li> <li>• the influence of social and personal context on dramatic work</li> <li>• identification and control of potential hazards in the classroom and theatre environments</li> <li>• industry standards related to safety procedures and hazard control</li> <li>• personal and social responsibility associated with creating, performing, and responding to theatre performance</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Big Ideas – Elaborations

- **theatre production:** a focused study in the technical branch of theatre. This is a hands-on course that includes the construction and rigging of scenery, lighting and sound design, procurement and design of costumes and props, makeup artistry, and stage and theatre management (box office, front of house, marketing).

Curricular Competencies – Elaborations

- **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:** involves activities ranging from reflection to action
- **document:** involves activities that help students reflect on and demonstrate their learning (e.g., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **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

- **production design:** e.g., scenery and properties, lighting, sound, costumes, makeup
- **technical theatre:** implementation of production design elements
- **theatre management:** e.g., stage management, marketing, front of house, box office
- **drama elements:** e.g., character, time, place, plot, tension, mood, focus, contrast, balance
- **elements of design:** e.g., colour, form, line, shape, space, texture, tone, value
- **principles of design:** e.g., balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **image development strategies:** processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, simplification)
- **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