

BIG IDEAS

Traditions, perspectives, worldviews, and stories can be shared through **dramatic writing**.

Directors shape performances through **script** interpretation and making specific artistic choices with an intended audience in mind.

Growth as an artist is dependent on perseverance, resilience, and reflection.

Writers and directors use language and action to present ideas and influence others.

Scripts are informed by the history, culture, community, and value system in which they exist.

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"> Explore a variety of voices, styles, and perspectives in writing and directing Make choices regarding ideas, emotions, and perspectives through dialogue and action Develop a repertoire of appropriate writing and directing vocabulary and skills Work collaboratively with writers, directors, actors, and production teams Select and combine elements, principles, materials, processes, and technologies Demonstrate creative thinking and innovation through writing and directing a production Write and direct with an intended audience and/or message in mind <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Identify and apply effective feedback to dramatic works Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of creative works Reflect on their creations and make connections to other experiences Apply knowledge and skills from other disciplines in planning, creating, and refining future practice 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> the role of dramatic writers and directors and the relationship between them literary techniques, devices, and forms as applied to dramatic writing theory, vocabulary, and practices related to a variety of directing environments drama elements, drama forms, techniques, vocabulary, and symbols strategies, techniques, and roles that support creative processes expectations, opportunities, and standards for careers in dramatic writing and directing traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through dramatic writing and performance the influence of social and personal context on dramatic work personal and social responsibility associated with creating, interpreting, performing, and responding to performance the ethics of cultural appropriation and plagiarism

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 • Explore ideas through words and action • Express cultural identity, perspectives, and values through dramatic writing and directing • Demonstrate an awareness of self, others, audience, and place • Respond to and understand social and environmental issues <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing Aboriginal perspectives, values, and beliefs • Demonstrate an understanding of personal, social, cultural, environmental, and historical contexts • Explore ways in which performances can impact cultures and society • Adapt learned skills or processes for use in new contexts 	

Big Ideas – Elaborations

- **dramatic writing:** prose or verse composition presented in dialogue and action
- **script:** the written words of a play or film (e.g., for a stage play, musical, screenplay, teleplay, drama)

Curricular Competencies – Elaborations

- **production teams:** includes producers, designers, and a variety of technical and support personnel
- **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

Content – Elaborations

- **environments:** e.g., stage, screen, recording studio
- **drama elements:** e.g., character, time, place, plot, tension, mood, focus, contrast, balance
- **drama forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of dramatic 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