

BIG IDEAS

Individual and collective expression is founded on the history, culture, community, and value system in which that expression exists.

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

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

Ideas and beliefs conveyed through drama can effect change in the actor, audience, and environment.

Drama develops creativity, innovation, and collaboration by encouraging original 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"> • Demonstrate increasingly sophisticated application of dramatic elements, vocabulary, conventions, and skills 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, imagination, and inquiry • Experiment with a range of props, processes, and technologies to create and refine performances • Develop dramatic works with an intended audience in mind • Create personally meaningful work that demonstrates an understanding of contexts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Receive and apply constructive feedback to develop and refine ideas • Use appropriate terminology to describe, analyze, interpret, and respond to how props, materials, technologies, processes, techniques, and environments are used • Develop awareness of self and audience • Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of performances • Reflect on creative processes and make connections to other experiences • Apply knowledge and skills from other disciplines in planning, creating, performing, and interpreting artistic creations 	<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, history, and stories communicated through dramatic arts • cross-cultural perspectives as 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 • Communicate and interpret ideas and express emotions • Express personal voice, cultural identity, perspectives, and values through dramatic techniques in a variety of environments • Demonstrate respect for self, others, and the audience in order to maintain a safe environment • Use drama to communicate and respond to 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 • Recognize and appreciate the role of story, narrative, and oral tradition in expressing Aboriginal perspectives, values, and beliefs • Expand skills, processes, and inquiries by making connections with family, community, and the world • Explore ways in which cultures and society impact drama • Adapt learned skills or processes for use in new contexts • Explore career opportunities in the performing arts • Make connections through drama and theatre experiences among individuals in the learning community on a local, regional, and global scale 	<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)
- **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 their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview

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