

BIG IDEAS

Exploration, reflection and making choices through a rehearsal process leads to a more refined theatre production.

Preparing a theatre production requires active engagement, resilience and commitment.

A theatre production communicates ideas, emotions, and perspectives through movement, sound, imagery, and language.

Growth as a **theatre company** is dependent on perseverance, **risk taking**, collaboration, and reflection.

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 • Develop dramatic works collaboratively and as an individual using imagination, observation, and inquiry • Select methods of developing production elements for theatre performances • 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"> • Identify and apply effective feedback during the rehearsal and performance process • Describe, analyze, interpret, and respond using drama-specific language • Develop an awareness of self, audience, and place • Refine performances based on self-reflection, audience response, and director feedback • 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 • Recognize and 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"> • the interconnected roles and responsibilities within a theatre company • stage etiquette • drama elements, principles, techniques, vocabulary, and symbols, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance • 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 • 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share and respond to creative works and experiences in a variety of ways and contexts • Communicate and interpret ideas through the theatre production • Experience and express emotions and ideas through character development • Express personal voice, cultural identity, perspectives, and values through dramatic techniques • Demonstrate respect for self, the company, and the audience • Use theatre to communicate, respond to, and understand social and environmental issues <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Develop and demonstrate an increasing level of sophistication, complexity, and independence as they explore a range of theatre experiences • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through dramatic works • Use characterization to reflect personal voice, story, and values in connection with a specific place, time, and context • Refine 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 • Make connections through drama and theatre among individuals in the learning community • Compare the school company with other theatre company models in the broader community 	