

## 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Develop and demonstrate a repertoire of theatre vocabulary, skills, <b>conventions</b>, styles, and genres through presentation or performance</li> <li>Develop dramatic works collaboratively and as an individual using imagination, observation, and inquiry</li> <li>Select methods of <b>developing production elements</b> for theatre performances</li> <li>Intentionally select and combine elements and conventions</li> <li>Engage in appropriate risk taking to express ideas, meaning, and emotions</li> <li>Demonstrate creative thinking and innovation in drama using ideas inspired by exploration</li> <li>Experiment with a range of props, processes, and technologies</li> <li>Develop dramatic works with an intended audience 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> during the rehearsal and performance process</li> <li>Describe, analyze, interpret, and <b>respond</b> using drama-specific language</li> <li>Develop an awareness of self, audience, and <b>place</b></li> <li>Refine performances based on self-reflection, audience response, and director feedback</li> <li>Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of performances</li> <li>Reflect on dramatic works and make connections to other experiences</li> <li>Recognize and apply knowledge and skills from other disciplines in planning, creating, and performing</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>the interconnected roles and responsibilities within a theatre company</li> <li>stage etiquette</li> <li>drama elements, principles, techniques, vocabulary, and symbols, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance</li> <li>strategies and techniques to support creative processes</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 role of performers and audiences in a variety of contexts</li> <li>contributions of innovative artists from a variety of genres, contexts, time periods, 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 drama</li> <li>history and theory of a variety of drama genres, including their role in historical and contemporary societies</li> <li>the influence of social, cultural, historical, political, and personal context on dramatic work</li> <li>personal and social responsibility associated with creating, performing, and responding to dramatic performance</li> <li>the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

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

Big Ideas – Elaborations

- **theatre company:** The intent of the Theatre Company 10, 11, and 12 curricula is to support the creation of a theatre production.
- **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)
- **developing production elements:** performance students may develop components differently than production students would
- **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
- **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.
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline specific, cultural, embodied, intuitive)
- **characterization:** the process of representing or expressing the personal voice, perspective, or worldview of another individual

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