

BIG IDEAS

<p>Theatre productions communicate ideas, emotions, and perspectives through movement, sound, imagery, and language.</p>	<p>Traditions, perspectives, worldviews, and stories can be shared through theatre.</p>	<p>Growth as an artist is dependent on engagement, perseverance, resilience, and reflection.</p>	<p>Ideas and beliefs conveyed in a production can effect change in the actor, audience, and environment.</p>	<p>Solutions to production challenges are developed through creativity, innovation, and collaboration.</p>
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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"> • Create artistic works collaboratively and as an individual using imagination, observation, and inquiry • Experience a variety of roles to support a production • Intentionally select and combine materials, processes, and technologies to convey an idea • Experiment with a wide range of materials, processes, and technologies in the design of creative works • Make choices with an intended audience or effect in mind • Develop the artistic and technical skills required in theatre production • Investigate and identify ways that drama allows artists to reflect on or respond to social and environmental issues • Demonstrate collaborative skills in resolving challenges <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Identify and apply effective feedback • 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 by refining ideas • Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of productions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of production design, technical theatre, and theatre management • drama elements, techniques, vocabulary, and symbols • elements of design, principles of design, and image development strategies • a variety of materials, strategies, techniques, technologies, and roles that support creative processes • production roles including, but not limited to: <ul style="list-style-type: none"> – lighting design – sound design – set design and construction – costume design – production hierarchy and crew responsibilities – production management • symbols and metaphors to represent ideas and perspectives • the use and application of special effects and emerging technology • movement, sound, image, and form to convey meaning in drama

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Apply knowledge and skills from other disciplines in planning, creating, and interpreting artistic works • Develop personal responses to design choices • Establish and revise goals as an individual and as part of a team <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 • Design and create with a specific audience in mind • Communicate ideas and express emotions through design and production • Demonstrate respect for self, others, and the audience in order to maintain a safe learning environment • Use design to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Use design to reflect personal voice, story, and values in connection with a specific place, time, and context • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through theatre production • Explore and engage in the reciprocal relationship between the arts, cultures, and society • Explore career opportunities related to theatre production • Adapt learned skills or processes for use in new contexts • Use problem-solving skills to inspire innovation • Make connections through the arts among individuals in a learning community on a local, regional, and global scale • Demonstrate increasingly sophisticated application of the elements of production design, technical theatre, and theatre management • Make connections to other areas of learning • Apply practices that ensure safe learning, rehearsal, and performance environments 	<ul style="list-style-type: none"> • the influence of time and place on the emergence of drama forms • the role of performer, crew, and audience in a variety of contexts • contributions of innovative artists from a variety of genres, contexts, time periods, and cultures, including Aboriginal culture • the influence of social, cultural, historical, political, and personal context on artistic works • traditional and contemporary Aboriginal worldviews, history, and stories communicated through the arts • history and theory of a variety of drama genres and performance venues • personal and social responsibility associated with creating, performing, and responding to dramatic performance • the ethics of cultural appropriation and plagiarism • identification and control of potential hazards in the classroom and stage environment • industry standards related to safety procedures and hazard control

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
- **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)
- **areas of learning:** e.g., music, technology, vocational training, industrial arts, drafting, design, leadership, business management, science and humanities

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)
- **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