

BIG IDEAS

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

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

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

Writers and directors are observant of the world and 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"> • Select voices, styles, and perspectives with intent in writing and directing • Make purposeful choices regarding ideas, emotions, and perspectives through dialogue and action • Develop and refine a repertoire of appropriate writing and directing vocabulary and skills • Demonstrate leadership skills and work collaboratively with writers, directors, actors, and production teams • Intentionally 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, provide, 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"> • responsibilities and expectations 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 • a variety of 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 • Synthesize feedback and personal reflection to develop and refine ideas • Communicate and interpret ideas through words and action • Express cultural identity, perspectives, and values through longer-form dramatic writing and directing • Demonstrate an awareness of self, others, the audience, and place • Respond to social and environmental issues and inspire change <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 • Demonstrate ways in which performances can impact cultures and society • Adapt a variety of 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