

## BIG IDEAS

Drama is a way of sharing and understanding traditions, perspectives, cultures, and worldviews.

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

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

Drama develops creativity, innovation, and collaboration by encouraging creative solutions to challenges.

Drama communicates ideas, influences opinions, and inspires change.

## 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 an increasingly sophisticated repertoire of theatre vocabulary, <b>conventions</b>, styles, and genres through presentation or performance</li> <li>Create dramatic works collaboratively and as an individual using imagination, observation, and inquiry</li> <li>Intentionally select and combine conventions and elements</li> <li>Engage in appropriate risk taking to express thoughts and emotions</li> <li>Express meaning, intent, and feelings</li> <li>Demonstrate creative thinking and innovation using ideas inspired by exploration, imagination, and inquiry</li> <li>Experiment with a wide range of materials, props, conventions, and technologies to create dramatic works in innovative ways</li> <li>Develop dramatic works with an intended audience in mind</li> <li>Engage skills beyond traditional application</li> <li>Create personally meaningful bodies of artistic works that demonstrate an understanding of personal, social, cultural, environmental, and historical contexts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Identify, generate, and apply effective feedback to refine dramatic work</li> <li>Use the rehearsal process to hone technical, critical, and creative capacities</li> <li>Use appropriate terminology to describe, analyze, interpret, and evaluate how props, materials, technologies, processes, techniques, and environments are used</li> <li>Develop awareness of self and audience, applying this knowledge when refining ideas</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>drama elements, principles, techniques, vocabulary, and symbols, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance</li> <li>a wide variety of 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, history, and stories communicated through dramatic arts</li> <li>cross-cultural perspectives as communicated through drama</li> <li>history and theory of a variety of drama genres, including their role in historical and contemporary societies</li> </ul> |

Learning Standards (continued)

| Curricular Competencies   | Content  |
|---|--|
| <ul style="list-style-type: none"> <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>• Apply knowledge and skills from other disciplines in planning, creating, performing, interpreting, and analyzing artistic creations</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b>, share, collaborate, and appreciate creative works and experiences in a variety of ways and contexts</li> <li>• Communicate and interpret ideas</li> <li>• Experience and express emotions and ideas through theatrical conventions</li> <li>• Express <b>personal voice</b>, cultural identity, perspectives, and values through dramatic techniques in a variety of environments</li> <li>• Demonstrate respect for self, others, and the audience in order to maintain a safe environment</li> <li>• Use drama to communicate, <b>respond</b> to, and understand environmental and social issues</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on personal voice, story, and values in connection with a specific place, time, and context</li> <li>• Expand skills, processes, and inquiries by making connections with family, community, and the world</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing Aboriginal perspectives, values, and beliefs</li> <li>• Explore ways in which drama impacts cultures and society, and the impact of cultures and society on drama</li> <li>• Explore career opportunities in the performing arts</li> <li>• Adapt learned skills or processes for use in new contexts</li> <li>• Apply problem-solving skills developed through drama to inspire innovation</li> <li>• Expand connections through drama and theatre among individuals in the learning community on a local, regional, and global scale</li> </ul> | <ul style="list-style-type: none"> <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> |