

## BIG IDEAS

**Theatre production** is a way of sharing identity and understanding traditions, perspectives, cultures, and worldviews.

Self-awareness and growth as an artist require active engagement, risk taking, perseverance, resilience, and reflection.

Solutions to production challenges are developed through active engagement, creativity, innovation, and collaboration.

The control of movement, sound, image, and form offers interdisciplinary opportunities to convey meaning, influence opinions, and inspire 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 knowledge of theatre vocabulary, <b>conventions</b>, and styles</li> <li>• Assume specific production roles to create dramatic works collaboratively and as an individual</li> <li>• Intentionally select and combine production elements</li> <li>• Engage in appropriate risk taking to express thoughts and emotions</li> <li>• Demonstrate creative thinking and innovation</li> <li>• Specialize with a range of materials, props, conventions, and technologies in areas of personal interest</li> <li>• Apply production elements with an intended audience in mind</li> <li>• Engage learned 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</li> <li>• Refine 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> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements of <b>production design, technical theatre, and theatre management</b></li> <li>• <b>drama elements</b>, techniques, vocabulary, and symbols</li> <li>• <b>elements of design, principles of design, and image development strategies</b></li> <li>• a variety of materials, strategies, techniques, technologies, and roles that support creative processes</li> <li>• production roles for specialization, including but not limited to: <ul style="list-style-type: none"> <li>– lighting design</li> <li>– sound design</li> <li>– set design and construction</li> <li>– costume design</li> <li>– production hierarchy and crew responsibilities</li> <li>– production management</li> </ul> </li> <li>• the evolving role of technology in theatre production</li> <li>• the use and application of special effects and emerging technology</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Develop an awareness of self and audience, and apply this knowledge when refining ideas</li> <li>• Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of production and to 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>• Share, collaborate, and appreciate creative works and experiences in a variety of ways and contexts</li> <li>• Recognize and act on leadership opportunities</li> <li>• Experience and express meaning, intent, emotions, and ideas through theatrical conventions</li> <li>• Express <b>personal</b> voice, cultural identity, perspectives, and values through dramatic techniques in a variety of settings</li> <li>• Demonstrate respect for self, others, and the audience in order to maintain a safe learning 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 personal voice, story, and values in connection with a specific <b>place</b>, time, and context</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through theatre production</li> <li>• Expand skills and take on leadership opportunities</li> <li>• Explore ways in which drama impacts cultures and society, and cultures and society impact drama</li> <li>• Explore career opportunities for professionals working in the performing arts</li> <li>• Adapt learned skills or processes for use in real-world applications</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 time and place on the emergence of drama forms</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 theatre</li> <li>• history and theory of a variety of drama genres and performance venues, including their role in historical and contemporary societies</li> <li>• the influence of social, cultural, historical, political, and personal context on theatre production values</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• personal and social responsibility associated with creating, performing, and responding to dramatic performance</li> <li>• knowledge of safety procedures appropriate to the context in which they are working</li> </ul>

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

- **conventions:** actions and techniques that the actor, writer, or director employs to create a desired effect (strategies)
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **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.
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline specific, cultural, embodied, intuitive)

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