

BIG IDEAS

Aesthetic experiences can be enhanced through movement, sound, imagery, and language.

Traditions, perspectives, worldviews, and stories can be communicated through theatre.

Growth as an artist requires perseverance, resilience, and reflection.

Active participation in theatre production creates personal and cultural connections and reveals insights into human experience.

Theatre production cultivates creativity and collaboration by encouraging innovative solutions to challenges.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Explore and create theatre productions using imagination, observation, and inquiry • Intentionally select and combine production elements with an intended audience or effect in mind • Explore the utility of a range of props, processes, and technologies • Explore the variety of roles that support a production team • Demonstrate innovation in production design <p>Reason and reflect</p> <ul style="list-style-type: none"> • Plan and refine theatre productions • Receive and apply feedback to develop and refine ideas • Describe and respond to artistic works using discipline-specific language • Reflect on production development and make connections with other experiences <p>Communicate and document</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to theatre performance • Document and respond to creative works and experiences in a variety of contexts • Communicate ideas and emotions through design • Express cultural identity and perspectives through theatre production • Demonstrate respect for self, others, and the audience • Respond to social and environmental issues using production elements 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • production design, technical theatre, and theatre management • elements, techniques, vocabulary, skills, and symbols in drama • elements of design, principles of design, and image development strategies • strategies and techniques that support creative processes • movement, sound, image, and form • the influences of time and place on drama forms • production roles • the roles of performers, crew, and audience in a variety of contexts • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre • potential hazards in the classroom and theatre environments • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Connect and expand</p> <ul style="list-style-type: none"> • Use design to enhance stories with a specific place, time, and context • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through theatre production • Explore ways in which theatre production can impact culture and society 	

Big Ideas – Elaborations	ARTS EDUCATION – Drama: Theatre Production Grade 10
<ul style="list-style-type: none"> • Aesthetic experiences: emotional, cognitive, or sensory responses to works of art • Theatre production: a focused study in the technical branch of theatre 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	ARTS EDUCATION – Drama: Theatre Production Grade 10
<ul style="list-style-type: none"> • 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 on the world. • ways of knowing: First Nations, Métis, and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive 	

Content – Elaborations

- **production design:** for example, scenery and properties, lighting, sound, costumes, makeup
- **technical theatre:** implementation of production design elements
- **theatre management:** for example, stage management, marketing, front of house, box office
- **elements:** for example, character, time, place, plot, tension, mood, focus, contrast, balance
- **elements of design:** for example, colour, form, line, shape, space, texture, tone, value
- **principles of design:** for example, 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)
- **strategies and techniques:** the use of dramatic elements and devices in rehearsal and performance contexts for a desired effect, including but not limited to skills such as interpretation; use of levels, blocking, movement elements, and speaking to the audience; speech techniques such as tone, pitch, tempo, accent, and pausing; and character techniques involving body language, expression, gesture and interaction
- **drama forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of theatrical expression
- **production roles:** including lighting design, sound design, set design and construction, costume design, production hierarchy, production management and crew responsibilities
- **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