

## BIG IDEAS

Ideas and beliefs conveyed through a **theatre production** can effect change in the actor, audience, and environment.

Individual and collective expression are founded on history, culture, and community.

Traditions, perspectives, worldviews, and stories can be shared through theatre productions.

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

Production challenges are resolved through creativity, innovation, and collaboration.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>Plan and create theatre productions collaboratively and individually, using imagination, observation, and inquiry</li> <li>Select and combine production elements for a specific audience or effect</li> <li>Experiment with a range of materials, props, processes, and technologies in the design of theatre productions</li> <li>Explore the variety of roles that support a production team</li> <li>Demonstrate innovation in production design using artistic and technical skills</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>Receive and apply constructive <b>feedback</b></li> <li>Describe and <b>respond</b> to theatre productions using discipline-specific language</li> <li>Demonstrate respect for self, audience, and others</li> <li>Analyze and refine production development</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>production design, technical theatre, and theatre management</b></li> <li><b>production roles</b></li> <li><b>dramatic elements, technologies, vocabulary, skills, and symbols</b></li> <li><b>elements of design, principles of design, and image development strategies</b></li> <li><b>strategies and techniques</b> that support creative processes</li> <li>movement, sound, image, and form</li> <li>roles of performers, crew, and audience</li> <li>traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> <li>health and safety protocols and procedures</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to theatre productions</li> <li>• <b>Document</b>, share, and respond to theatre productions in a variety of contexts</li> <li>• Communicate and interpret ideas and emotions through production design</li> <li>• Express cultural identity and perspectives through theatre production</li> <li>• Demonstrate awareness of self, others, and audience</li> <li>• Consider the social and environmental impacts of production design</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Use design to enhance stories with a specific <b>place</b>, time, and context</li> <li>• Explore personal, educational, and professional opportunities related to the performing arts</li> <li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through theatre production</li> <li>• Apply safe practices and procedures in rehearsal and performance environments</li> </ul>	

### Big Ideas – Elaborations

- **theatre production:** The intent of the Theatre Production 10, 11, and 12 curricula is to support the technical branch of theatre.

### 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
- **respond:** through activities ranging from reflection to action
- **document:** through 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, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

### Content – Elaborations

- **production design:** scenery and properties, lighting, sound, costumes, makeup
- **technical theatre:** implementation of production design elements
- **theatre management:** stage management, marketing, front of house, box office
- **production roles:** lighting design, sound design, set design and construction, costume design, production hierarchy, production management and crew responsibilities
- **dramatic elements:** character, time, place, plot, tension, mood, focus, contrast, balance
- **technologies:** includes the use and application of special effects and emerging technology in theatre production
- **elements of design:** colour, form, line, shape, space, texture, tone, value
- **principles of design:** 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
  - character techniques involving body language, expression, gesture, and interaction
- **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