**Area of Learning: ARTS EDUCATION — Drama Grade 12**

**BIG IDEAS**

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| Drama is a way of sharing and understanding traditions, perspectives, cultures,  and worldviews. |  | Drama offers dynamic ways to express  our identity and  sense of belonging. |  | Growth as an  artist requires perseverance, resilience, and reflection. |  | **Aesthetic experiences** have the power to transform our perspective. |  | Drama provides opportunities for creativity, innovation, and collaboration. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore and create dramatic works to express ideas, meaning, and emotions * Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance * Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance * Develop and refine performance skills in a variety of contexts * Intentionally select and combine dramatic elements and conventions * Experiment with a range of props, processes, and technologies to create  and refine innovative dramatic works * Develop dramatic works for an intended audience * Improvise and **take creative** **risks** using imagination, exploration, and inquiry   Reason and reflect   * Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language * Receive, provide, and apply constructive **feedback** to refine dramatic works * Use self-reflection and awareness of audience to refine ideas * Reflect on dramatic works and make connections with personal experiences * Evaluate the social, cultural, historical, environmental, and personal contexts  of dramatic works * Reflect on aesthetic experiences and how they relate to a specific **place**, time,  and context | *Students are expected to know the following:*   * **dramatic** **elements**,principles, vocabulary, and symbols * **strategies and techniques** to support creative processes * **character development** * **dramatic forms** and **conventions** * skills specific to a dramatic genre and/or style * roles of performer, audience, and venue * movement, sound, image, and form * influences of time and place on dramatic works * contributions of innovative artists from a variety of genres, cultures, and periods * a range of local, national, and intercultural performers  and movements * traditional and contemporary First Peoples worldviews, history, and stories communicated through dramatic works * history and theory of a variety of dramatic genres, including their roles in historical and contemporary societies * ethics of **cultural appropriation** and plagiarism * health and safety protocols and procedures |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document**, share, and collaborate on dramatic works and experiences in a  variety of contexts * Communicate about and respond to environmental and social issues  through drama * Experience and express emotions through dramatic conventions * Express **personal voice**, cultural identity, and perspectives using  dramatic techniques   Connect and expand   * Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works * Analyze the role of story and narrative in expressing First Peoples perspectives, values, and beliefs*,* including protocols related to ownership of First Peoples  oral texts * Demonstrate respect for self, others, and audience * Explore educational, personal, and professional opportunities in the  performing arts * Examine the impacts of dramatic works on culture and society * Explore First Peoples perspectives and knowledge, other **ways of knowing**,  and local cultural knowledge to gain understanding through dramatic works * Make connections through drama with family and community on local, national, and global scales |  |