BC Logo Min of Ed**Area of Learning: ARTS EDUCATION — Drama Grade 9**

**BIG IDEAS**

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| Identity is explored, expressed, and impacted through  drama experiences. |  | Drama provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures. |  | Collaborative drama experiences can build community and nurture relationships with others. |  | Drama uses a unique sensory language for creating and communicating. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students will be able to use creative processes to:*  Exploring and creating   * **ECDR4** Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning * **ECDR1** Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play** * **ECDR3** Explore relationships between identity, place, culture, society, and belonging through dramatic experiences * **ECDR2** Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama * **ECDR5** Take creative risks to experience and express thoughts, emotions, and meaning   Reasoning and reflecting   * **RRDR1** Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas * **RRDR2** Develop and refine ideas and technical skills to improve the quality of performance pieces * **RRDR3** Receive, offer, and apply constructive feedback   Communicating and documenting   * **CDDR1** Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences * **CDDR2** Compose, interpret, and expand ideas using **symbolism**, imagery, and elements * **CDDR3** Revise, refine, analyze, and **document** performance pieces and experiences to enhance presentation in a variety of ways | *Students are expected to know the following:*   * drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: **character**,time, place, plot, tension, mood, focus, contrast, balance * a variety of **drama forms** and **drama conventions** * the roles of performers and audiences in a variety of contexts * traditional and contemporary Aboriginal worldviews and  cross-cultural perspectives communicated through storytelling and drama * contributions of innovative artists from a variety of genres, communities, times, and places * personal and social responsibility associated with creating, performing, and responding in drama * the ethics of **cultural appropriation** and plagiarism |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Connecting and expanding   * **CEDR5** Reflect on creative processes to make connections to personal learning and experiences * **CEDR4** Demonstrate respect for themselves, others, and the audience * **CEDR1** Collaborate through reciprocal relationships during creative processes * **CEDR2** Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts * **CEDR3** Demonstrate increasingly sophisticated application and/or engagement of curricular content |  |

| **ARTS EDUCATION – Drama Curricular Competencies – Elaborations Grade 9** |
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| * **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners’ thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways * **symbolism:** use of an object, word, or action to represent an abstract idea; includes but is not limited to colours, images, movements, and sounds  (e.g., love can be symbolized by the colour red or the cradling of one’s arms) * **document:** activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, and compiling a portfolio) |

| **ARTS EDUCATION – Drama Content – Elaborations Grade 9** |
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| * **character:** in drama,taking on and exploring the thoughts, perceptions, feelings, and beliefs of another * **drama forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts * **drama conventions:** established ways of working in drama that explore meaning; drama techniques * **cultural appropriation:** use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. 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 |

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