

Drama Scope in Sequence – Years 7-11 MYP Drama

Year Level	KEY CONCEPT AREA	Unit Name & Durration	UNIT QUESTION	AOI	ATL Skills Covered	SIGNIFICANT CONCEPT (Related Concept and Central Idea)	ASSESSMENTS: CRITERION AND OBJECTIVE
7	Identity	Foundations in Drama: Introduction to Ensemble 3 Weeks	How do we foster creativity in ourselves and others?	Health and Social Education: Identify ways in which we influence each other. How are our choices interconnected? What skills do we need when working in groups? Explore, examine, compare, and classify a variety of systems, solutions and products; apply this knowledge with guidance.	<u>Communication skills</u> *Creating and sharing the working environment – in what way can you do this? *Finding new ways to communicate – how? *Listening, questioning and responding,– give one example on how I can improve on listening, questioning and responding? * Inspiring others and communicating personal vision – if you had a chance to do this how would you do it? With teacher aid the student recognizes a variety of media and with guidance is able to utilize them.	Ensemble: Art and creativity is both an individual and group effort; our individual identity becomes a group identity through ensemble.	Formative Only
7	Identity	Folk Tales: Sharing our history and identity	In what ways can Folk Tales reflect a sense of community?	C&S – How have teh Arts been key in helping communities identify and express themselves. Students recognize that a community is composed of individuals who have responsibilities and roles within their community.	<u>Collaboration skills</u> *Ensemble techniques – did I work well in a group? Do I prefer friends or teacher selected group? Why? What will make be a better student? *Identifying personal and group strengths and weaknesses – for next time – what would be my strength? If I had to pick ONE weakness – what would that be? How would I change it? *Negotiating and supporting – am I able to contribute fully to the discussion? Am I able to share my idea well? How do I do this? Can I try next time? How? In group situations where roles have been identified and delegated the student is able to take responsibility, adapt and demonstrate team work in familiar situations.	Communities and Culture: In order to relate and become a community, groups of people need to share and express a sense of unity and identity.	1. Research on folk tale of country of origin. Criterion A: 2. Using Dramatic conventions for the creation of a folk tale. (If it is teacher chosen they cannot be developing it and thus can we access them this way? What about Criterion B: 3. Developmental Workbook: Process Work and Performance Reflection Criterion C and Criteria D
7	Epression	Japanese Bunraku Puppetry 6 weeks	In what way can Art represent true life and how can it teach us something?	HI – student self management on the creation of a puppet, puppet stage, script and SFX With guidance, identify, list, examine, and explain the processes involved ininnovation, creation, development and change..	<u>Independent Learning skills</u> *Artistic awareness – looking at the 5Cs – and how can I improve on all 5 *Making choices – have several ideas and making a decision on one – how can I do that? How can I can start to make decisions and modify/change my work? Be more flexible and make changes to make my work better? *Working on impulses (risk taking) and taking responsibility for personal growth – How can I grow into a better Drama/Music student?	Art can communicate people’s common experiences	Criterion A: research on the country Japan Criterion B: creation of a puppet, stage or Script Criterion C: mid and end reflection Criterion D

7 Theatre History	Greek Theatre	How does the past tell us about community and the way people lived?	C&S How the Greeks delivered their culture, beliefs and values using theatre to reach the community and its effects. Attitudes—including reflection upon different social patterns and ways of life, showing initiative - Identify similarities and differences in social patterns across time and space	Collaboration skills *Ensemble techniques – did I work well in a group? Do I prefer friends or teacher selected group? Why? What will make me a better student? *Identifying personal and group strengths and weaknesses – for next time – what would be my strength? If I had to pick ONE weakness – what would that be? How would I change it? *Negotiating and supporting – am I able to contribute fully to the discussion? Am I able to share my idea well? How do I do this? Can I try next time? How? Working in groups—including delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork - In group situations where roles have been identified and delegated the student is able to take responsibility, adapt and demonstrate team work in familiar situations.	Societies express their values through different mediums.	Criterion A – one page research (including images of Greek Theatre). Research one Greek myth and perform one scene using your knowledge from your research and your lesson. Criterion B – to perform ONE scene from your research and take photos of the process Criterion C – mid and end reflections
7 Global Issues						
8 Social Issues 3 - 4 weeks	Two Weeks with the Queen	How can theatre help us to promote understanding of social issues?	H&S - Looking at how we understand and share our knowledge of social issues through theatre. Address and fulfill their responsibilities with respect to their personal management, self-esteem needs based on what they have identified and experienced.	Communication skills *Creating and sharing the working environment – in what way can you do this? *Finding new ways to communicate – how? *Inspiring others and communicating personal vision – if you had a chance to do this how would you do it?	The Arts are an important tool societies use to share and express ideas, understandings and values.	Criterion B: to perform a scene from the play and create a monologue to include that demonstrates understanding of character Criterion C and D: Draft writings, character brainstorming, reflections
8 Theatre History 7 weeks	Silent Movies and Commedia dell Arte	How have theatre and dramatic forms from the past impacted our media today?	HI – Showing how Commedia scenarios are universal and relevant today. Discuss and develop the concept of community by examining and analysing the situations of communities they are part of.	Communication skills *Creating and sharing the working environment – in what way can you do this? *Finding new ways to communicate – how? *Listening, questioning and responding, – give one example on how I can improve on listening, questioning and responding? *Inspiring others and communicating personal vision – if you had a chance to do this how would you do it? In group situations where roles have been identified and delegated the student is able to take responsibility, adapt and demonstrate team work in familiar situations.	Comedy is timeless and is relevant to a diversity of communities.	Criterion A: Research on Italy in the 17 th Century and Commedia Dell Arte as a Theatre Practice. Show understanding of the characteristics of a Commedia performance, stock characters and Lazzi pieces. Criterion B: Prepare and create a performance of a Commedia Lazzi as an Improvisation Criterion C: Process work in DW, character analysis and development, mid and end reflections.

9 Creativity	Drama Documentary	How can Art and ICT be culminated creatively?	<p>HI – Looking at the process of creating a dynamic documentary</p> <p>With some guidance, discuss, evaluate, and apply the processes involved in innovation, creation, development and change. Begin to synthesize the said processes in order to better appreciate the context which they are in.</p>	<p><u>Research skills</u></p> <p>*Understanding multimedia approaches to the arts – how can I use my ICT skill in my subject more?</p> <p>*Applied research skills – how can I show that I understand the research I have to done?</p> <p>*Testing research findings – how will I be able to SHOW/present my findings to show my understanding next time?</p> <p>*Making and manipulating meaning - what other resources can I use next time – apart from the internet?</p> <p>INFORMATION LITERACY In group situations where roles have been identified and delegated the student is able to take responsibility, adapt and demonstrate team work in familiar situations.</p>	<p>Art and ICT are mediums in which to highlight the past and promote future world change.</p> <p>It makes art from around the world accessible to a vast number of people (from a vast number of places), if we related it back to the unit question - we should be talking about what the cause/effect is when they are culminated and why this is important/interesting/powerful.</p>	<p>Criterion A – Research Historical Event or Individual chosen.</p> <p>Criterion B – Preparation, creation and performance of a drama documentary followed by a scripted role-play.</p> <p>Criterion C – End of unit reflection</p>
9 Individuals and Society	Rosa Parks (Influential People)	How have people in the past influenced the society we live in and impacted our lives?	<p>.C & S – Individuals in societies and how they can bring about important changes in history thus educating 'Communities'</p> <p>Assume a role in their community and identify areas where individuals can take ownership for responsibilities that come with being a member of a community.</p>	<p><u>Reflective skills</u></p> <p>* Critiquing work constructively – how can I use feedback to make my work better?</p> <p>* Showing process – looking at the journey? How can I write with detail and describe the what I learnt? Should I use the correct Music/Drama terminology/ words?</p> <p>* Looking backward and forward – how do you think you can do this ? and what does this mean?</p> <p>The student seeks feedback and identifies positive criticism and areas of weakness and, with guidance, is able to begin reflecting on these areas</p>	<p>Narrative Theatre enables us to highlight how Society shapes individuals responses to the world.</p>	<p>Criterion A – Research on History of Slavery in USA. Racism also researched and individuals who changed law in the USA.</p> <p>Criterion B – Process of Creating and performing a piece of narrative theatre</p> <p>Criterion C – Mid and End reflection</p>
9 Global Theatre	Chinese Theatre	How do we express ourselves logistically with purposes?	<p>HI – Making artistic decisions which creating a mask.</p> <p>With some guidance, evaluate existing systems or products, and analyze the changes that have occurred over time.</p>	<p><u>Research skills</u></p> <p>*Understanding multimedia approaches to the arts – how can I use my ICT skill in my subject more?</p> <p>*Applied research skills – how can I show that I understand the research I have to done?</p> <p>*Testing research findings – how will I be able to SHOW/present my findings to show my understanding next time?</p> <p>*Making and manipulating meaning - what other resources can I use next time – apart from the internet?</p> <p>Selecting and organizing information— including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources</p>	<p>Chinese Opera gives us the opportunity to lillustrate objects and express their ideas logically and efficiently.</p>	<p>Criterion A – Research on historical and cultural background of Chinese Arts.</p> <p>Criterion B – Process of creativity and design of a mask.</p> <p>Criterion C – End reflection</p>

<p>10 FAME – Amy Winehouse</p>			<p>FAME – How do performing arts/ does Drama help us make sense out of life?</p> <p>Sub question: How does Drama bring meaning/ affirmation/ significance life?</p>	<p>H&S Exhibit awareness of practices related to disease prevention, and the effects of substance abuse.</p>	<p><u>Thinking skills</u> *Understanding your own creative impulses – did I take risks? Did I experiment? Did I think about the task? What can I do next time? *Prioritizing - did I work in a methodical way? Did I plan? How will I improve next time? *Thinking beyond culture and self – did I appreciate new cultures? Did I respects the culture that was present to me? What can I do next time? *Testing ideas, learning from practice – did I use the skills for the task set? *Making connections – did I think about past units or skills that I learnt last year? Did I re-use old skills again? What can I do next time? *Drama or Music as a tool for learning – do I think Music/Drama is a LEARNING subject? How can this subject help me LEARN to be a better student around RCHK? (not just in Music/Drama) The student independently identifies and generates ideas in variety of ways including the use of brainstorming in familiar and unfamiliar situations.</p>	<p>For any complex human enterprise, there must be a set of underlying fundamental ideas and skills.</p>	<p>No assessment</p>
<p>10 SPACE – ensemble unit</p>			<p>In what ways can the arts promote social responsibility</p>	<p>Human Ingenuity Independently develop criteria for ingenuity, assess a product's Ingenuity according to these standards, and justify their assessment.</p>	<p><u>Collaboration skills</u> *Ensemble techniques – did I work well in a group? Do I prefer friends or teacher selected group? Why? What will make be a better student? *Identifying personal and group strengths and weaknesses – for next time – what would be my strength? If I had to pick ONE weakness – what would that be? How would I change it? *Negotiating and supporting – am I able to contribute fully to the discussion? Am I able to share my idea well? How do I do this? Can I try next time? How? Within a group situation the student is able to, with guidance identify and delegates the required roles and responsibilities, resolves group conflict using teacher identified teamwork skills and adapt to various roles in familiar and some unfamiliar situations.</p>	<p>Art can communicate people's common experiences.</p>	<p>A: Research collage of Absurdist Theatre B: Creation of political speech – inner monologue on CD C: mid and end reflection</p>

10 Prisoners – a psychological concept			Are we all prisoners of our own society?	<p>C & S individuals in communities— including the role of the individual, the needs of the individual, the responsibilities of communities to their members</p> <p>Attempt to initiate sustainable efforts to respond to a community issue of their choice by applying knowledge and skills learned in the different subject areas to seek ways to resolve issues within communities.</p>	<p><u>Reflective skills</u> * Critiquing work constructively – how can I use feedback to make my work better? * Showing process – looking at the journey? How can I write with detail and describe the what I learnt? Should I use the correct Music/Drama terminology/ words? * Looking backward and forward – how do you think you can do this ? and what does this mean? The student independently self evaluates through the keeping of learning journals/portfolios and reflects on their progress at different stages within the learning process.</p>	Societies express their values and culture through different artistic mediums	<p>Criterion A: research on Aboriginal Australia Criterion B : Creation of a student directed devised piece Criterion C : mid and end reflection</p>
11 I Don't Like Mondays			How do performing arts/ Drama help us make sense of lives? (a follow on from Year 10 Fame unit)	<p>Health and Social Education</p> <p>Analyze and evaluate the consequences of making lifestyle choices, i.e. diet and exercise, body image, relationships, personal hygiene.</p>	<p><u>Thinking skills</u> *Understanding your own creative impulses – did I take risks? Did I experiment? Did I think about the task? What can I do next time? *Prioritizing - did I work in a methodical way? Did I plan? How will I improve next time? *Thinking beyond culture and self – did I appreciate new cultures? Did I respects the culture that was present to me? What can I do next time? *Testing ideas, learning from practice – did I use the skills for the task set? *Making connections – did I think about past units or skills that I learnt last year? Did I re-use old skills again? What can I do next time? *Drama or Music as a tool for learning – do I think Music/Drama is a LEARNING subject? How can this subject help me LEARN to be a better student around RCHK? (not just in Music/Drama) The student independently inquires, formulating questions, challenging information, arguing and therefore using the inquiry cycle effectively.</p>	For any complex human enterprise, there must be a set of underlying fundamental ideas and skills.	<p>Choose one character from the story In role writing: definition: to write a piece of fiction in the style of one of the characters – either as a letter, diary entry or speech from that character's personal perspective. Criterion B: Application – 10 marks Students should be able to: • develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions (show plan/ brainstorm before you start! – show first idea...how you change and modified it etc...) Criterion D: Personal Engagement - 8 marks Students should be able to: • show commitment in using their own artistic processes • demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks</p>

<p>11</p> <p>Mini Devising Unit</p>			<p>What does it mean to us when we create/perform?</p>	<p>Human Ingenuity</p> <p>Independently use the current context in order to evaluate the relevance of any human creation, and propose sound modifications.</p>	<p><u>Collaboration skills</u></p> <p>*Ensemble techniques – did I work well in a group? Do I prefer friends or teacher selected group? Why? What will make be a better student?</p> <p>*Identifying personal and group strengths and weaknesses – for next time – what would be my strength? If I had to pick ONE weakness – what would that be? How would I change it?</p> <p>*Negotiating and supporting – am I able to contribute fully to the discussion? Am I able to share my idea well? How do I do this? Can I try next time? How?</p> <p>Within a group situation a student can independently identify the required roles and responsibilities, delegate and take responsibility for familiar and unfamiliar roles, resolve group conflict and demonstrate teamwork skills.</p>	<p>To be a skilled performer we must be able to find and understand a broad range of meanings and potential in the performance.</p>	<p>Criterion B – Application – 10 marks</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions (show plan/ brainstorm before you start! – show first idea...how you change and modified it etc...) • apply skills, techniques and processes to create, perform and/or present art.
<p>11</p> <p>Exploration of play text – Our Country's Good by Timberlake Wertenbaker</p>			<p>Can theatre change a person?</p>	<p>C&S - how individuals in communities— including the role of the individual, the needs of the individual, the responsibilities of communities to their members through changing a person for the 'better'</p> <p>Formulate a personal definition of community and apply this in an independent study.</p>	<p><u>Organizational skills</u></p> <p>*Planning and structuring work – how can I plan/create my work to the best of my ability?</p> <p>*Bringing a project to completion and presentation – did I finish the task set? Was it good? How did I do? Did I do my best? What will I do next time to make it better?</p> <p>The student can utilize time management skills and independently uses class time effectively and completes tasks with given time frames</p>	<p>Society imposes constraints on people both consciously and unconsciously.</p>	<p>Criterion A</p> <p>To create and perform a monologue using Stan's theories and using the research task below.</p> <p>Research and investigation into Aboriginal/ Australian culture, history, social and art form. Research the play and style of theatre 'The Recruiting Officer' -</p> <p>Criterion B:</p> <p>Create an original set design for chosen extract Act 2 Sc 11 – using some research from Criteria A task and additional research on set design stages around the world and the role of the set designer and mediums and elements of Drama</p> <p>Criterion C: To do regular mid-reflections - write about what was taught and what you learnt.</p> <p>Reflective comments in DW and final Evaluation of entire workshop. Being able to use the creative cycle.</p>

<p>11</p> <p>Exploration of texts – Political Choice</p>			<p>What does it mean to be political?</p>	<p>C&S</p> <p>Looking at society and the community and what makes them 'political'?.</p> <p>Appreciate the complexity of systems in a society.</p>	<p><u>Organizational skills</u></p> <p>*Planning and structuring work – how can I plan/create my work to the best of my ability?</p> <p>*Bringing a project to completion and presentation – did I finish the task set? Was it good? How did I do? Did I do my best? What will I do next time to make it better?</p> <p>The student can utilize time management skills and independently uses class time effectively and completes tasks with given time frames</p>	<p>Society express their values through different mediums</p>	<p>Criterion A</p> <p>1) Research on Political Theatre and Research and investigation into Mother Teresa and Nelson Mandela.</p> <p>2) To create a series of still images (with captions) about Nelson Mandela or Mother Teresa or the people that it effected. (evidence will be photo gallery of their images)</p> <p>Criterion B</p> <p>Create an extract of an original script using research and practical exploration from past sessions using HK Political stories as their stimulus. Students MUST show evidence of the creative cycle in their developmental workbook. Students must also show some evidence of the entire plot and set design with mediums and elements of Drama.</p> <p>Criterion C</p> <p>To do regular mid-reflections - write about what was taught and what you learnt. Reflective comments in DW and final Evaluation of entire workshop. Being able to use the creative cycle.</p>
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11	Teacher Directed Play – The Crucible		Who is to blame in society?	C&S Looking at how different classes and cultures of society can make changes in people.		Community is a living entity, capable of growth, change and even death	<p><u>Criterion A</u> TASK1: To research the cultural, historical and social facts of Salem and contemporary America in 1950. TASK 2: To research the Theatre practitioner; Stanislavski TASK 3: To research the playwright TASK 4: to make connection on the above tasks</p> <p><u>Criterion B</u> TASK 1: to describe their personal journey of the process from interpretation/ rehearsal to the point of realization – using the skills they have learnt from the process</p> <p><u>Criterion C</u> TASK 1: Final Evaluation of the entire project: focusing on director's feedback and how you modify their work and their own personal feedback</p>
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RCHK Drama dept's documentation

RCHK SLE's

RCHK ATL

Moveable Year 11 teacher directed project – AOI,ATL, SLE, Assessment pending on teacher selected script

AKL September 2011