

**Drama – Years 7-9 (MYP Years 1-3)**

Standards & links to MYP Objectives	Benchmarks – Students will be taught how to:
<p><b>1. Demonstrate competence in making drama (Meets MYP Objectives B C D):</b></p>	<ul style="list-style-type: none"> <li>1.1 Create characters, environments (e.g. place, time, atmosphere/mood), and actions that create tension and suspense</li> <li>1.2 Refine and record dialogue and action</li> <li>1.3 Create improvisations and scripted scenes based on personal experience, imagination, literature and history</li> <li>1.4 Devise, improvise, shape and structure drama of different kinds</li> <li>1.5 Plan visual and aural elements for improvised and scripted scenes</li> <li>1.6 Direct improvised and scripted scenes</li> <li>1.7 Give and accept suggestions and ideas during the rehearsal process</li> <li>1.8 Make plays which employ symbolic representations or effects to communicate meaning</li> <li>1.9 Create and represent clearly defined characters with increasing depth and motivation</li> </ul>
<p><b>2. Demonstrate competence in performing drama (Meets MYP Objectives A B C D):</b></p>	<ul style="list-style-type: none"> <li>2.1 Understand how descriptions, dialogue, and actions are used to articulate, and justify character motivation</li> <li>2.2 Use basic acting skills (e.g. concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterisations that suggest artistic choices</li> <li>2.3 Invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people</li> <li>2.4 Interact as an invented character in improvised and scripted scenes</li> <li>2.5 Present a short, clear and coherent performance for an audience</li> <li>2.6 Use an increasing range of different drama techniques, effects and theatre conventions in the plays they present</li> <li>2.7 Improve and refine their acting, directing and technical contribution through the rehearsal process</li> </ul>
<p><b>3. Design and produce informal and formal productions (Meets MYP Objectives A B D):</b></p>	<ul style="list-style-type: none"> <li>3.1 Understand the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama</li> <li>3.2 Understand technical requirements for various improvised and scripted scenes</li> <li>3.3 Develop focused ideas for the environment using visual elements (e.g. line, texture, color, space), visual principles (e.g. repetition, balance, emphasis, contrast, unity), and aural qualities (e.g. pitch, rhythm, dynamics, tempo, expression) from traditional and non-traditional sources</li> <li>3.4 Select and create elements of scenery, properties, lighting, and</li> </ul>

	<p>sound to signify environments, and costumes and makeup to suggest character</p>
<p><b>4. Understand how informal and formal theatre creates and communicates meaning (Meets MYP Objectives A B C):</b></p>	<p>4.1 Understand the effect of publicity, programs, and physical environments on audience response and appreciation of dramatic performances</p> <p>4.2 Articulate the meanings constructed from one's own and others' dramatic performances</p> <p>4.3 Understand the perceived effectiveness of artistic choices found in dramatic performance</p> <p>4.4 Understand the perceived effectiveness of contributions (e.g. as playwrights, actors, designers, directors) to the collaborative process of developing improvised and scripted scenes</p> <p>4.5 Apply research from print and non-print sources to script writing, acting, design, and directing choices</p>
<p><b>5. Understand the context in which theatre is performed today as well as in the past (Meets MYP Objectives A B C D):</b></p>	<p>5.1 Understand similarities and differences among archetypal characters (e.g. the trickster, the villain, the warrior, the superhero) and situations in dramas from and about various cultures and historical periods</p> <p>5.2 Understand the emotional and social impact of dramatic performances in one's own life, in the community, and in other cultures</p> <p>5.3 Know ways in which theatre reflects a culture</p> <p>5.4 Know how culture affects the content and production values of dramatic performances</p> <p>5.5 Understand how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre</p>
<p><b>6. Document the processes in drama in their Developmental Workbook (Meets MYP Objectives A B C):</b></p>	<p>6.1 Describe how ideas and issues are investigated and developed</p> <p>6.2 Include references and acknowledgments to sources of information and inspiration</p> <p>6.3 Show the use of specialised language</p> <p>6.4 Seek and use feedback</p> <p>6.5 Include critical reflections that inform the process of making and changes to original intentions</p> <p>6.6 Include evaluations on ability to meet the artistic intentions including strengths and weaknesses of both the process of making and of completed performances</p> <p>6.7 Include records or evidence of the process of making drama</p> <p>6.8 Show development of skills across time</p> <p>6.9 Manage the processes of dramatic experience and artistic development</p> <p>6.10 Show personal ownership and engagement</p> <p>6.11 Show critical thinking</p>

**Drama – Years 10 & 11 (MYP Years 4 & 5)**

<b>Standards &amp; links to MYP objectives:</b>	<b>Benchmarks – Students will be taught how to:</b>
<p><b>1. Demonstrate competence in making drama (Meets MYP Objectives A B C D):</b></p>	<p>1.1 Construct imaginative scripts that convey story and meaning to an audience</p> <p>1.2 Improvise, write and refine scripts based on personal experience, imagination, literature, and history</p> <p>1.3 Organise their own work confidently, either as part of an ensemble or a solo piece</p> <p>1.4 Often lead and direct others in rehearsal</p> <p>1.5 Use a very wide range of different conventions, devices and techniques to create a desired effect on an audience</p> <p>1.6 Show subtlety as well as panache in their dramatic interpretation of texts, either as performers, directors or designers</p> <p>1.7 Show innovation and originality in their dramatic responses, either as performers, directors or designers</p> <p>1.8 Demonstrate an awareness of different levels of meaning through their use of metaphor and symbol</p> <p>1.9 Develop multiple interpretations and visual and aural production choices for scripts and production ideas</p> <p>1.10 Justify selections of text, interpretations, and visual and aural artistic choices (e.g. situation, action, direction, design)</p> <p>1.11 Communicate directorial choices for improvised or scripted scenes</p>
<p><b>2. Demonstrate competence in performing drama (Meets MYP Objectives A B D):</b></p>	<p>2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres</p> <p>2.2 Know various classical and contemporary acting techniques and methods</p> <p>2.3 Develop, communicate and sustaining characters that communicate with audiences in improvisations, and informal or formal productions</p> <p>2.4 Direct, design or stage-managing different styles of plays imaginatively and thoughtfully</p> <p>2.5 Demonstrate high standards in all aspects of crafting performance pieces</p> <p>2.6 Sustain a range of complex characters in performance</p>
<p><b>3. Design and produce informal and formal productions (Meets MYP Objectives A B C)</b></p>	<p>3.1 Understand the basic physical properties of the technical aspects of theatre (e.g. light, color, electricity, paint, makeup)</p> <p>3.2 Understand production requirements for a variety of dramatic texts from cultural and historical perspectives</p> <p>3.3 Develop designs that use visual and aural elements to convey environments (e.g. place, time, atmosphere/mood) that clearly support the text or devised piece</p>

<b>D):</b>	<p>3.4 Create functional scenery, properties, lighting, sound, costumes, and makeup</p> <p>3.5 Conceptualise and realise artistic interpretations for informal or formal productions</p> <p>3.6 Design coherent stage management plans</p>
<b>4. Understand how informal and formal theatre creates and communicates meaning (Meets MYP Objectives A &amp; B):</b>	<p>4.1 Know how social meanings (aural, oral, and visual symbols with personal and/or social significance) communicated in informal productions, formal productions, and personal performances of different cultures and historical periods can relate to current personal, national, and international issues</p> <p>4.2 Understand how the context in which a dramatic performance is set can enhance or hinder its effectiveness</p> <p>4.3 Know how varying collaborative efforts and artistic choices can affect the performance of informal and formal productions</p> <p>4.4 Identify and research cultural, historical, and symbolic clues in dramatic works</p> <p>4.5 Understand the validity and practicality of cultural, historical, and symbolic information used in making artistic choices for informal and formal productions</p>
<b>5. Understand the context in which theatre is performed (Meets MYP Objectives A, B &amp; C):</b>	<p>5.1 Understand how similar themes are treated in drama from various cultures and historical periods</p> <p>5.2 Understand ways in which theatre can reveal universal concepts</p> <p>5.3 Understand similarities and differences among the lives, works, and influence of representative theatre artists in various cultures and historical periods</p> <p>5.4 Understand ways in which personal and cultural experiences can affect an artist's dramatic workday as well as in the past</p> <p>5.5 Use theatre terminology accurately and effectively</p> <p>5.6 Evaluate and reflect upon their work, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners</p>
<b>6. Document the processes in drama in their Developmental Workbook (Meets MYP Objectives A, B, C &amp; D):</b>	<p>6.1 Describe how ideas and issues are investigated and developed</p> <p>6.2 Include references and acknowledgments to sources of information and inspiration</p> <p>6.3 Show the use of specialised language or recording appropriate techniques</p> <p>6.4 Seek and objectively use feedback</p> <p>6.5 Include critical reflections that inform the process of making, and identifies discoveries, insights and changes to original intention</p> <p>6.6 Include evaluations on the capacity to meet artistic intentions or goals, showing strengths and weaknesses of both the process of making and of completed performances</p> <p>6.7 Include records or evidence of the process of making drama</p>

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|  | <ul style="list-style-type: none"><li>6.8 Include experiments that test appropriateness of approach regarding techniques and materials</li><li>6.9 Include work, measures or approaches of development of skills across time</li><li>6.10 Manage the processes of dramatic experience and artistic development</li><li>6.11 Show personal ownership and engagement</li><li>6.12 Show critical thinking.</li><li>6.13 Provide written and non-verbal reflection</li></ul> |
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