**XV. GIMNAZIJA**

**International Baccalaureate Department**

**Middle Years Programme**

**Drama**

**Course description 2016/2017**

At the beginning of the school year, every MYP student can choose between drama, music and visual arts within the arts subject group. DRAMA is a 2-year course and the chosen program has to be followed through the two years of Middle Years Program. We want our students to learn about arts, to learn through the arts, but not only to be the arts-learners, but also to be arts practitioners. Our goal is holistic development of the social, emotional, intellectual and personal intelligence of the student. MYP drama focuses as well on the process of creating artwork as well at the point of realization. We direct our teaching and learning towards study of theorists and practitioners of the arts. We want our students to be able to analyze and communicate in specialized language. We want them to develop skills for active participation in creating art. Creation is the key word that describes drama in the MYP: we teach our students to think creatively. Our goal is to establish the most important connection between drama classes and students lives. Drama course should enable them to give a unique, creative way to respond to the world around them, to initiate change and to help to create a better, more peaceful world.

The aims and objectives of drama are the same as in Visual arts and Music as it belongs to the same Arts subject group.

**SCHEDULE:** the school offers two lessons of drama per week.

**HELP/EXTRA DRAMA**

If necessary, some extra drama classes can be added when rehearsing for a play or a performance.

**SOURCES:** all materials will be provided by the teacher.

**MYP 4:**

In MYP 4, drama is more focused on basic drama skills, basic drama elements, the understanding of the basic elements of drama texts, and how dramatic skills are used in everyday situations to help students to become more self-confident in everyday communication. Therefore the focus in MYP 4 is on skills.

**TOPICS:**

**Unit 1 BASIC PRE-CONDITIONS**

* setting preconditions for working in drama class and practicing these skills: trust, a possibility to stay focused, to trust each other, to work as a team
* understanding that basic drama skills can help to become a better communicator, to express emotions and ideas in a more successful way, to become more self-confident
* what does it take to become a good performing artist, and how can I use the drama skills in my life?

**Unit 2 PREPARING A CHRISTMAS PLAY**

* all students have to participate, in order to understand that each performance is a common work and everybody is very important – just as it is in life
* testing how ready the students are to take some risks as acting in front of big group
* testing is there any fear, learning how to conquer it
* finding out how artists organize and manipulate the art form to express ideas, concepts and emotions

**Unit 3 DRAMA BASICS**

* learning basic elements about drama – space , voice, characterization, structure, the language of drama, production elements, dramatic tension , dramatic writing, direction, costume plot , scenery….
* Learning basic elements of acting – facial expression, body language, miming, verbal and non-verbal communication, expression of emotions, ideas and conflicts
	+ Dramatization and writing a script
	+ Conflict as the most important condition to make drama
	+ Interpersonal conflict, conflict in a society – how to deal with them and possibilities to resolve them

**Unit 4 THE POSSIBILITES OF RESOLVING A CONFLICT: THEATER OF OPRESSED**

* Augusto Boal and his Theatre of oppressed - how can a particular form or art/drama initiate change and/or be used to help solve conflicts in society?
* History of Forum theatre and its founder Augusto Boal
* selecting a conflict which could be solved by means of Forum theatre
* revision of Forum theatre and the theatre of the oppressed and its features and rules
* selecting a conflict which could be solved by means of Forum theatre and performing it in front of a group of peers

**MYP5**

**I**n MYP5 students try to achieve the deeper understanding of drama through history and try to gain the conceptual understanding. Therefore, the topics are ordered chronologically in order to follow the logical structure in the historical development of drama, to make it more understandable for students, and therefore, to make the access to performing skills as easy as possible.

**TOPICS:**

**Unit 1 ACTING - EXPLORATION FROM VARIOUS STIMULI**

* Theories of acting
* Acting practices with a focus on emotions
* Acting in everyday life

**Unit 2 COMEDY**

* Origin of comedy
* Comedy in different genres
* Film comedy
* Theater comedy
* Comedy” tools”

**Unit 3 DRAMA ACROSS TIME**

 How and why drama changed through the history does drama

* Ancient Greek and roman drama ( with a focus on Antigone)
* Middle- age drama
* Renaissance and commedia dell’arte
* Elizabethan theatre
* Spain’s golden age
* 18. Century
* Brecht
* Theater of Absurd: Ionesco

**Unit 4 IMPROVISATION**

* Basic rules of improvisation
* practicing improvisation skills at given situation
* transforming a performance concept into live action
* retelling a story from a different point of view using a variety of styles (assuming various
* character traits and character building)
* application in everyday life

**ASSESMENT:**

Students are assessed according to the prescribed (MYP5) and interim (MYP4) descriptors for grading. The students are given task specific descriptors for every assessment task.

The assessment criteria are:

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| --- | --- | --- |
| Criterion A | Knowing and understanding  | Maximum 8 |
| Criterion B | Developing skills  | Maximum 8 |
| Criterion C | Thinking creatively | Maximum 8 |
| Criterion D | Responding  | Maximum 8 |

At the end of the school year points are given in each criteria taking into account achievements in all individual tasks (formative and summative assessment).

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| **Grade** | **Drama** |
| **Boundaries** |
| **1** | **0-5** |
| **2** | **6-9** |
| **3** | **10-14** |
| **4** | **15-18** |
| **5** | **19-23** |
| **6** | **24-27** |
| **7** | **28-32** |

Final grades are derived according to the interim grade boundaries (MYP 4) or grade boundaries provided by the IB MYP5.