**MYP DRAMA 4 COURSE OVERVIEW 2019/2020**

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| **Unit title** | **Key concept**  | **Related concepts** | **Global context** | **Statement of inquiry** | **Objectives** | **ATL skills** | **Content** |
| Unit 1 **Me vs. You** 7 Weeks14 hours September-October  | Communication  | PresentationExpression | Personal and cultural Expression  | Efficient communicators express and present their identity not only in verbal, but in many non verbal ways and that enables them to establish strong relationships with other person in their environment, especially in drama group. | B i, ii, iii1. demonstrate the acquisition and development of the skills and techniques of the art form studied

Ci, ii, iii1. demonstrate a range and depth of creative-thinking behaviours
 | **Communication** *Communication skills*The students will use the variety of speaking and otherNon verbal techniquesTo communicate with a variety of audiencesThe students will use and interpret the modes of non verbal communication**Self- management** ***Affective skills* –** practising focus and concentration, mental focus body- mind connection ***Organisation skills***The students will bring necessary equipment to the classThe students will take notes and use a journal for reflection- they will keep an organised systems of notes  | **Knowledge:**Drama course:What is drama Origin of drama Definition of drama How to recognise a dramatic text, external signWhat is the course about Arts in the schooland everyday life Objectives, Assessment criteria  Process Journal**Topics:** Basic preconditions for working in the group, establishing group dynamics, exercises forfocus,dialog, concentrationtrust **Skills:**Ability to work confidently, to trust each other and to stay focused and concentrated not only on the stage, but also in everyday life. Contribution of drama for social life  |
| Unit 2 **XI-XII****Celebrating, celebrating-****Christmas****performance****10 Weeks****20- or more hours**November-December  | Identity | PlayExpression Audience  | Identities and relationships | Performing of the Christmas play shapes and express personal identity, but also reflect the beliefs and values of the bigger community  | A* 1. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
	2. demonstrate knowledge of the role of the art form in original or displaced contexts
	3. use acquired knowledge to inform their artwork.

B1. demonstrate the acquisition and development of the skills and techniques of the art form studied
2. demonstrate the application of skills and techniques to create, perform and/or present art.

 C1. outline a clear and feasible artistic intention
2. outline alternatives, perspectives, and imaginative solutions
3. demonstrate the exploration of ideas through the developmental process to a point of realization.

D1. outline connections and transfer learning to new settings
2. create an artistic response inspired by the world around them
3. evaluate the artwork of self and others.
 | **Social** ***Collaboration*** The students will take some responsibilities and build consensus**Communicatio**n: ***Communication-*** The students will read critically and for comprehension , they will negotiate ideas**Self-management** ***Organisation skills***The students will meet deadlines and set goals that are challenging and realistic ***Affective skills***The students will demonstrate persistence and strategies to reduce stress and anxiety They will bring necessary equipment for performance  | **Knowledge:** Establishing connection holiday - identity Story boardDramatising the chosen story Writing the scriptDevising the charactersRehearsing Practising for playRole of director SceneryCostumes**Topics:** Universal human values **Skills:** Creative writingActing and performing skills  |
| Unit 3I, II, IIIJanuary, February, March Interdisciplinary unit 8 WeeksAbout 16 hours   |  Change  | Patterns Trends Expression  | Orientation in space and time  |  | **Research**Information literacy skillsThe students will collect, and verify data and make connections between various sources of information Media literacy skillsThe students will compare and contrast among media resources **Thinking**Transfer skillsThe students will inquire in different contexts to gain a different perspective |  |  |
| Unit 4IV-V-VI**Theatre of oppressed****April, May, June**9 Weeks 18 hours  | Change | Boundaries   | Fairness and development  | All people must have equal rights to communicate without fear and oppression, but in case of inappropriate and violent communication the person must be able to protect herself and arrange and demonstrate boundaries | AiAiiiBiBiiC i, ii, iii**D ii****Diii** | **Social** **Collaboration** The students will advocate their own rights and needs.**Thinking:** ***Creative thinking:*** the students will create novel solutions to complex problems*Critical thinking* they will practice to observe carefully in order to solve a problem | **Knowledge** Augusto Boal and his work Theatre of oppressed Term “oppression” in the law and everyday lifeJoker Traditional theatre vs. Theatre of oppressed**Topic:** Oppression, Theatre of oppressed **Skills**: resolving a conflict |

MYP DRAMA 5 COURSE OVERVIEW 2019/20, Teacher Dubravka Matijašić

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| **Unit 1**September - October 2019Comedy T | **Identity**  | ExpressionInterpretation | Comedy is an excellent the way to express the specific human features which are part of individual identity  | Comedy is an excellent the way to express the specific human features which are part of individual identity  |  Ai, ii, iii Bi, Bii Di, Dii , Diii  | **Research***Information literacy skills*The students will collect, and verify data and make connections between various sources of information *Media literacy skills*The students will compare and contrast among media resources **Thinking***Transfer skills*The students will inquire in different contexts to gain a different perspective  | **Knowledge** Basic terms and facts from history of filmWhat is the role and impact of silent movie Influence of Charlie Chaplin Stereotypes in film and literature  How to use the stereotypes to produce comic effectsWhat is origin, etymology, genre, history and purpose of comedy Characteristic, meaning and perception of comedy over time How to evaluate comedyCritical appreciation of comedy Topic: Charlie Chaplin: The modern timesPlautus : Miles gloriosus, AululariaMoliere : Tartuffe Marin Držić: Skup Aristophanes: The Birds – exploration and comparing of different playwrights The students will gain an overview over European dramatic heritage **Skills** How to produce a comic effect How to use a comic effect to provoke thinking, discussion and to have an impact on individuals and society |
| **Unit 2**November-December 2019 So this is Christmas  |  **Communication**  | Innovation Interpretation Presentation  | Orientation is space and time  | The simple school play can communicate different interpretation of common ideas and present the connection between individual and civilisation from another perspective  | A ii, A iiiB i, B iiC i, ii, iiiD i, ii, iii |  **Communication*****Communication skills*** The students will draw conclusions and write for different purposes They will use intercultural understanding to interpret communication**Research** ***Media literacy skills*** The students will seek a range of perspectives from multiple and varied sources **Self management** ***Reflection*****Thinking** ***Transfer skills*** The students will combine knowledge, understanding and skills to create solutions  | **Topic** What is origin and history of Christmas performances Which Christmas traditions exist in Europe and how do they affect individuals Basic concepts of celebrating Christmas The students will contrast and compare religious holidays in Europe (Muslim, Jewish, orthodox) , they will learn to know and appreciate other cultures and they will draw conclusions aboutdifferent purposes of celebrating holidaysChristmas from different point of view How to use clichés to produce comic effects **Knowledge** The students will learn how to use the specific Christmas tradition to produce and to write and perform a play to consider Christmas from different perspective (commercial and comic) and how to use clichés to produce comic effects **Skills** Exploring and evaluating different traditions Constructing different meaning and transferring the learning to new settings Understanding how society can change and manipulate role of arts Consider different perspective and point of views, different values Acting skills Entertaining skills Improvisation skills  |
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| **Unit 3**January - March 2020 Changes in the world, changes in the theatre | **Change**  | Genre InnovationAudience  | Personal and Cultural Expression  | The changes in the history cause the changes in the theatre and bring innovation of genres which reflect and express the changed beliefs and values of the audience. | Ai, Aii, A iiiDi, Dii, Diii | **Research*****Information literacy****:* The students will collect record and verify data and access information to be informed and inform other. They will present information In variety of formats **Communication*****Communication***: The students will negotiate and exchange ideas with peers in order to create an artwork **Thinking** ***Critical thinking****:* The students will practise observing carefully in order to recognise and solve the problemThe students will draw reasonable conclusions and generalisation ***Creative thinking****:* The students will create novel solutions to complex problems  | **Knowledge** Key terms from history of literature Poetics, Aristotle, MimesisAncient Greek culture, Dionysius, Sophocles Genres and their audience Origin of tragedy and comedyFirst definitions and symbols The role of ChorusThe role of specific genre in historical context **Topic**Ancient Greek societyAristotle: Poetics AntigoneMiddle Age society Turning points in history of middle ageMorality plays; Jedermann and its European versions Mystery plays Liturgical drama **Skills**How to use a genre for a different purpose Creative writing Influence of genre for understanding a purpose or main idea The connection between genres and conveying ideas and expressing attitudes and valuesPracticing how to understand a genre correctlyExploring the impact of genres to audience  |
| **Unit 4**April - June 2020 Improvisation  | **Communication**  | Structure Presentation  | Identities and relationships  | There are many uninspected and unrehearsed situations in everyday life, but there are also many structures and presentation modes which are useful to establish successful communication , to build relationships and to express own identity  | A iBi, BiiC iiDiii | **Communication:** ***Communication skills*** The students will give meaningful feedback and reaction **Social skills*****Collaboration skills***The students will listen actively to other perspectives and ideas, they will exercise leadership and take on a variety of roles within groupsThe students will help others to succeed **Self management** ***Affective skills*** The students will practice dealing with change and positive thinking and practice strategies to overcome distractions The students will practice focus and concentration **Thinking skills*****Critical thinking skills*** The students will evaluate and manage risk  | **Knowledge** Basic rules and structures of improvisation (yes and, no blocking, establishing the space and time, taking the scene further)Successful improvisationThe art of improvisation Improvisational techniquesHow to apply improvisation in different area of lifeDifference between rules and structure **Topic** Shows “Thanks God you are here” “Whose lines is it anyway?” **Skills** Quick thinking skills and how to stop over- thinking Quick reacting skills , accepting offers Speaking on the spotTaking another reactions - into – account skills Considering the possible outcomes The developed skills of concentration, trust and focus will find their full application Practicing sense of freedom Acting by unscripted situationsUse and benefits of improvisation in everyday lifeImprovisational approach to life- pro and contra |