**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 Weeks  14 hours  September-  October | Communication | Presentation  Expression | 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, iii   1. demonstrate the acquisition and development of the skills and techniques of the art form studied   Ci, ii, iii   1. demonstrate a range and depth of creative-thinking behaviours | **Communication**  *Communication skills*  The students will use the variety of speaking and other  Non verbal techniques  To communicate with a variety of audiences  The 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 class  The 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 sign  What is the course about  Arts in the school  and everyday life  Objectives,  Assessment criteria  Process Journal  **Topics:**  Basic preconditions  for working in the group,  establishing group dynamics, exercises for  focus,  dialog,  concentration  trust  **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 | Play  Expression  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.   B   1. 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.   C   1. 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.   D   1. 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 board  Dramatising the chosen story  Writing the script  Devising the characters  Rehearsing  Practising for play  Role of director  Scenery  Costumes  **Topics:**  Universal human values  **Skills:**  Creative writing  Acting and performing skills |
| Unit 3  I, II, III  January, February, March  Interdisciplinary unit  8 Weeks  About 16 hours | Change | Patterns  Trends  Expression | Orientation in space and time |  | **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 |  |  |
| Unit 4  IV-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 | Ai  Aiii  Bi  Bii  C 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 life  Joker  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 title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1**  September - October 2019  Comedy  T | **Identity** | Expression  Interpretation | 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 film  What 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 effects  What is origin, etymology, genre, history and purpose of comedy  Characteristic, meaning and perception of comedy over time  How to evaluate comedy  Critical appreciation of comedy  Topic:  Charlie Chaplin: The modern times  Plautus : Miles gloriosus, Aulularia  Moliere : 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 iii  B i, B ii  C i, ii, iii  D 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 about  different purposes of celebrating holidays  Christmas 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  Innovation  Audience | 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 iii  Di, 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 problem  The 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, Mimesis  Ancient Greek culture, Dionysius, Sophocles  Genres and their audience  Origin of tragedy and comedy  First definitions and symbols  The role of Chorus  The role of specific genre in historical context  **Topic**  Ancient Greek society  Aristotle: Poetics  Antigone  Middle Age society  Turning points in history of middle age  Morality 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 values  Practicing how to understand a genre correctly  Exploring 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 i  Bi, Bii  C ii  Diii | **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 groups  The 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 improvisation  The art of improvisation  Improvisational techniques  How to apply improvisation in different area of life  Difference 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 spot  Taking 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 situations  Use and benefits of improvisation in everyday life  Improvisational approach to life- pro and contra |