

DRAMA

Course description 2020. /2021.

WHAT IS THE COURSE ABOUT?

Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

In MYP arts students have opportunities to function as artists, as well as learners of the arts.

Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. (according to IB Asts guide)

AIMS AND OBJECTIVES OF STUDYING DRAMA :

The aims of studying MYP Arts, according to the IB Arts guide , are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

In order to reach the aims of studying arts students should be able to meet the following objectives:

Objectives are the same as the assessment criteria.

Objective A: Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject specific terminology

- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

Objective B: Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

In order to reach the aims of arts, students should be able to:

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

Objective C: Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Objective D: Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response which intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

MYP 4:

Unit 1 BASIC PRE-CONDITIONS

- setting preconditions for working in drama class and practicing basic skills: trust, focus, trust, teamwork
- 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

Unit 2 Reflecting on celebrations and our common humanity

- all students should participate in making a Christmas performance, but this year there will be no Christmas performance- because of Covid19
- reflecting and evaluating the new reality and communication and celebrations in the new reality
- how Christmas and other celebrations shape our identity and common humanity

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

Unit 4 THE POSSIBILITIES 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 and performing it in front of a group of peers

MYP5

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
- Theatre 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
- Theatre 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

REQUIREMENTS:

Every drama student must write his own process journal, a document which will document all processes, development and progression of every drama student.

ASSESSMENT:

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:

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 criterion taking into account achievements in all individual tasks (formative and summative assessment).

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.