

## DRAMA MYP 4 AND MYP 5 Course description 2021/2022



### WHAT IS THE COURSE ABOUT?

In MYP arts students have opportunities to function as artists, as well as learners of the art. Both aspects are equally important.

The students learn about drama by engaging in a process of creative exploration and investigation and they deepen their understanding of the world. The students are enabled to understand the relationship between art and its contexts. The students respond to and reflect on art and make purposeful connections between practice

The students also develop as artist through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.

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.

Drama in the MYP also engages students in an active relationship with theatre and encourages autonomous learning and exploration.

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

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

## **OBJECTIVES OF STUDYING DRAMA:**

The learning process is directed to reach the following objectives.

### **Objective A: Knowing and understanding**

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and can 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.

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.

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.

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.

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

### **IMPORTANT NOTICE:**

Depending of situation with covid 19, some units could be replaced with another units which are more suitable for zoom- teaching or the units does not have to be taught in this given order.

## **MYP 4: TOPICS**

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: ESTABLISHING THE GROUP DYNAMICS**

- setting preconditions for working in drama class and practicing these skills: trust, a possibility to stay focused, to trust each other, teamwork
- understanding how the 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?
- Difference between performing arts and visual arts
- External signs of dramatic text
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#### **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: BASIC FEATURES OF DRAMA**

- What is drama
- Origin of drama
- Definition of drama
- How to recognise a dramatic text, external signs
- Definition of Drama, Aristoteles, Poetics
- 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: CONFLICT, OPRESSION, RESOLUTION**

- 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

## **MYP 5: TOPICS**

In 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: TOPICS:**

##### **Unit 1: Theatre genres: comedy**

- Origin of comedy

- Comedy in different genres
- Film comedy
- Theatre comedy
- Comedy" tools"
- Plautus: Miles gloriosus, Aulularia
- Moliere: Tartuffe
- Marin Držić: Skup
- Aristophanes: The Birds
- The students will gain an overview over European dramatic heritage
- 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

### **Unit 3 : ACTING PURE: SILENT MOVIE**

- Theories of acting (Stanislawski, Brecht)
- Acting practices with a focus on emotions
- Acting in everyday life
- Understanding the character, developing a character, acting the character
- Focus, facial expressions
- Conveying and expressing emotions- tools
- Understanding emotions
- Body language- physical theatre
- Silent movie – Charlie Chaplin movies
- Basic terms and facts from history of film
- What is the role and impact of silent movie- Influence of Charlie Chaplin?

### **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 (morality plays)
- Renaissance and commedia dell'arte
- Elizabethan theatre

- Spain's golden age
- 18. Century
- Brecht and epic theatre
- Theatre of Absurd: Ionesco

**Unit 4: LEARN IMPROV**

- Basic rules of improvisation (yes and, accepting offer etc)
- 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

**SPECIAL REQUIREMENTS:**

Every drama student must write his own process journal, a document which will document all processes and record the progress and development 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 considering achievements in all individual tasks (formative and summative assessment).

<b>Grade</b>	<b>Drama</b>
	<b>Boundaries</b>
<b>1</b>	<b>0-5</b>
<b>2</b>	<b>6-9</b>
<b>3</b>	<b>10-14</b>
<b>4</b>	<b>15-18</b>
<b>5</b>	<b>19-23</b>
<b>6</b>	<b>24-27</b>
<b>7</b>	<b>28-32</b>

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