

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Unit 1 I' M THE DRAMA QUEEN 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 nonverbal ways and that enables them to establish strong relationships with other person in their environment, especially in drama group.	B. i, ii 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. C iii. C. i, ii, iii iv. outline a clear and feasible artistic intention v. outline alternatives, perspectives, and imaginative solutions vi. demonstrate the exploration of ideas through the developmental	<u>Communication</u> Communication skills The students will use the variety of speaking and other nonverbal techniques to communicate The students will use and interpret the modes of nonverbal communication, take effective notes in class, make effective summary notes for studying and use a variety of organizers for academic writing tasks <u>Self- management</u> Affective skills – practising focus and concentration, mental focus body-mind connection Organisation skills The students will bring necessary	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

					process to a point of realization	equipment to the class The students will take notes and use a journal for reflection- they will keep an organised systems of notes	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 LET US CELEBRATE 10 Weeks 20- or more hours November-December	Identity	Expression Audience	Identities and relationships	The beliefs and values of the bigger community reflect on and shape our personal identity	A i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork. B i. demonstrate the acquisition and development of the skills and techniques of the art form studied	Social Collaboration The students will take some responsibilities and build consensus, listen actively to other perspectives and ideas, they will negotiate effectively, they will encourage others to contribute and exercise leadership and finally, take on a variety of roles within groups. Give and receive meaningful feedback Advocate for one's own rights and needs Communication: The students will read critically and for	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

					<ul style="list-style-type: none"> ii. demonstrate the application of skills and techniques to create, perform and/or present art. <p>C</p> <ul style="list-style-type: none"> i. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization. <p>D</p> <ul style="list-style-type: none"> i. outline connections and transfer learning to new settings ii. create an artistic response inspired by the world around them iii. evaluate the artwork of self and others. 	<p>comprehension , they will negotiate ideas</p> <p>Self-management</p> <p>Organisation skills The students will meet deadlines and set goals that are challenging and realistic</p> <p>Affective skills The students will demonstrate persistence and strategies to reduce stress and anxiety They will bring necessary equipment for performance</p> <p>Thinking</p> <p>Creative- thinking skills The students will create original novel solutions to complex problems</p>	<p>different purposes of celebrating holidays</p> <p>Christmas from different point of view</p> <p>How to use clichés to produce comic effects</p> <p>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</p> <p>Topics: Universal human values</p> <p>Skills: Creative writing Acting and performing skills</p>
Unit 3 Basic Features of Drama	Aesthetics	Composition Expression audience	Orientation in space and Time	Drama texts have their own inner aesthetics which is demonstrated not only in basic features of text but also in performance	<p>A</p> <ul style="list-style-type: none"> ii. .demonstrate knowledge of the art form studied, including concepts, processes, and 	<p>Communication:</p> <p>Communication skills The students will collaborate with peers and teacher</p> <p>Thinking</p>	<p>Knowledge: Drama basics Drama- etymology, meaning and symbols Plot Structure of plot:</p>

<p>January, February, March</p> <p>9 Weeks 18 hours</p>				<p>and expression in front of audience</p>	<p>the use of appropriate language</p> <p>iii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>iv. use acquired knowledge to inform.</p> <p>D</p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others.</p>	<p>Creative- thinking skills</p> <p>The students will create original novel solutions to complex problems, Use brainstorming and visual diagrams</p> <p>The students will make unexpected or unusual connections between objects and/or ideas</p> <p>The students will make guesses, ask “what if” questions and generate testable</p> <p>Transfer skills</p> <p>They will apply skills and knowledge in unfamiliar situations</p>	<p>exposition, rising action, climax, twist, falling action conflict</p> <p>Character</p> <p>Stage directions</p> <p>Little red riding hood-</p> <p>How to Dramatize different texts</p> <p>Characters</p> <p>Characterisation by voice</p> <p>Role of emotions</p> <p>Transfer of emotions</p> <p>Role of director</p> <p>Topic:</p> <p>Acting</p> <p>Acting theories by Stanislavski, Brecht</p> <p>Skills:</p> <p>Posture</p> <p>Gesture</p> <p>Facial expressions</p> <p>Specialised language of drama</p>
<p>Unit 4</p> <p>IV-V-VI</p> <p>Theatre of oppressed</p>	<p>Change</p>	<p>Boundaries</p>	<p>Fairness and development</p>	<p>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</p>	<p>Ai</p> <p>Aiii</p> <p>Bi</p> <p>Bii</p> <p>C i, ii, iii</p>	<p>Social Collaboration</p> <p>The students will advocate their own rights and needs.</p> <p>Thinking:</p> <p>Creative thinking:</p> <p>the students will create novel solutions to complex problems,</p>	<p>Knowledge</p> <p>Augusto Boal and his work</p> <p>Theatre of oppressed</p> <p>Term “oppression” in the law and everyday life</p> <p>Joker</p>

<p>April, May, June</p> <p>9 Weeks 18 hours</p>				<p>demonstrate boundaries</p>	<p>D ii Diii</p>	<p>apply existing knowledge to generate new ideas, products or processes or create original works and ideas; use existing works and ideas in new ways The students will practise flexible thinking—develop multiple opposing, contradictory and complementary arguments Critical thinking they will practice to observe carefully in order to solve a problem</p>	<p>Traditional theatre vs. Theatre of oppressed</p> <p>Topic: Oppression, Theatre of oppressed</p> <p>Skills: resolving a conflict on the stage and in personal life: Peacefully Assertive skills</p>
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Unit 1 September - October Comedy	Identity	Expression Interpretation	Identities and relationships	Comedy is an excellent way to express the specific human features which are part of individual identity but also a great way to demonstrate the established relationships within society	Ai, ii, iii Di, Dii , Diii	<p>Research <i>Information literacy skills</i> The students will collect, and verify data and make connections between various sources of information</p> <p><i>Media literacy skills</i> The students will compare and contrast among media resources</p> <p>Thinking <i>Transfer skills</i> The students will inquire in different contexts to gain a different perspective</p>	<p>Knowledge Stereotypes, clichés, taboos and prejudices in art and society Etymology of the words 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: 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</p> <p>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</p>

<p style="text-align: center;">Unit 2 November-December Acting pure</p>	<p style="text-align: center;">Aesthetic</p>	<p>Innovation Interpretation Presentation</p>	<p>Orientation is space and time</p>	<p>The innovations that have been made many times ago mirror and interpret those times, but they can be applied and presented in modern times and help us to find orientation in this space and this time</p>	<p>B i, B ii C i, ii, iii</p>	<p><u>Communication</u> <i>Communication skills</i> The students will draw conclusions and write for different purposes They will use intercultural understanding to interpret communication</p> <p><u>Research</u> <i>Media literacy skills</i> The students will seek a range of perspectives from multiple and varied sources</p> <p><u>Self-management</u> <i>Reflection</i></p> <p><u>Thinking</u> <i>Transfer skills</i> The students will combine knowledge, understanding and skills to create solutions</p>	<p>Knowledge:</p> <p>Basic facts from history of the film history, importance, and purpose of silent movie Acting: emphasis on the body language, facial expression as tools to convey meaning and emotion What is the role and impact of silent movie Influence of Charlie Chaplin Stage fight and tricks Difference from theatre acting and film acting</p> <p>Topic: Charlie Chaplin: The modern times, In the lion cage, The great dictator Order video clips The music in the silent movie</p> <p>Skills Constructing different meaning and transferring the learning to new settings Understanding how arts mirror changes In the society Consider different perspective and point of views, different values Acting skills Entertaining skills Improvisation skills</p>
<p>Unit title</p>	<p>Key concept</p>	<p>Related concepts</p>	<p>Global context</p>	<p>Statement inquiry</p>	<p>Objectives</p>	<p>ATL skills</p>	<p>Content</p>

<p style="text-align: center;">Unit 3 January - March Changes in the world, changes in the theatre</p>	<p style="text-align: center;">Change</p>	<p style="text-align: center;">Genre Innovation Audience</p>	<p style="text-align: center;">Personal and Cultural Expression</p>	<p>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.</p>	<p style="text-align: center;">Ai, Aii, A iii</p> <p style="text-align: center;">Di, Dii, Diii</p>	<p>Research <i>Information literacy:</i> 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</p> <p>Communication <i>Communication:</i> The students will negotiate and exchange ideas with peers in order to create an artwork</p> <p>Thinking <i>Critical thinking:</i> The students will practise observing carefully in order to recognise and solve the problem The students will draw reasonable conclusions and generalisation <i>Creative thinking:</i> The students will create novel solutions to complex problems</p>	<p>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</p> <p>Topic Ancient Greek society Aristotle: Poetics Antigone</p> <p>Middle Age society Turning points in history of middle age Morality plays; Jedermann and its European versions Mystery plays Liturgical drama</p> <p>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</p>
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<p style="text-align: center;">Unit 4 April - June Improvisation</p>	<p style="text-align: center;">Communication</p>	<p style="text-align: center;">Structure Presentation</p>	<p style="text-align: center;">Identities and relationships</p>	<p>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</p>	<p>A i Bi, Bii C I, ii, iii Diii</p>	<p>Communication: Communication skills The students will give meaningful feedback and reaction</p> <p>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</p> <p>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</p> <p>Thinking skills Critical thinking skills The students will evaluate and manage risk</p>	<p>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</p> <p>Topic Shows “Thanks God you are here” “Whose lines is it anyway?”</p> <p>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</p>
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