

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 2022.	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. 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. i. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental	Communication 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 Self- management 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 and to stay focused and concentrated not only on the stage,

					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	but also in everyday life. Contribution of drama for social life
--	--	--	--	--	-----------------------------------	---	--

<p>Unit 2</p> <p>XI-XII</p> <p>LET US CELEBRATE</p> <p>10 Weeks 20- or more hours</p> <p>November-December 2022.</p>	<p>Identity</p>	<p>Expression Audience</p>	<p>Identities and relationships</p>	<p>The beliefs and values of the bigger community reflect on and shape our personal identity</p>	<p>A</p> <ul style="list-style-type: none"> 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. <p>B</p> <ul style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques of the art form studied 	<p>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: Communication- The students will read critically and for</p>	<p>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</p>
---	-----------------	--------------------------------	-------------------------------------	--	---	---	--

					<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><u>Self-management</u></p> <p>Organisation skills</p> <p>The students will meet deadlines and set goals that are challenging and realistic</p> <p>Affective skills</p> <p>The students will demonstrate persistence and strategies to reduce stress and anxiety</p> <p>They will bring necessary equipment for performance</p> <p>Thinking</p> <p>Creative- thinking skills</p> <p>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</p> <p>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:</p> <p>Universal human values</p> <p>Skills:</p> <p>Creative writing</p> <p>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	A ii. . demonstrate knowledge of the art form studied, including concepts, processes, and	Communication: Communication skills The students will collaborate with peers and teacher Thinking	Knowledge: Drama basics Drama- etymology, meaning and symbols Plot Structure of plot:
--	------------	---	-------------------------------	--	--	---	--

January, February, March 2023. 9 Weeks 18 hours				and expression in front of audience	the use of appropriate language demonstrate knowledge of the role of the art form in original or displaced contexts use acquired knowledge to inform. D i. outline connections and transfer learning to new settings create an artistic ii. response inspired by the world around them iii. evaluate the artwork of self and others.	Creative- thinking skills The students will create original novel solutions to complex problems, Use brainstorming and visual diagrams The students will make unexpected or unusual connections between objects and/or ideas The students will make guesses, ask “what if” questions and generate testable Transfer skills They will apply skills and knowledge in unfamiliar situations	exposition, rising action, climax, twist, falling action conflict Character Stage directions Little red riding hood- How to Dramatize different texts Characters Characterisation by voice Role of emotions Transfer of emotions Role of director Topic: Acting Acting theories by Stanislavski, Brecht Skills: Posture Gesture Facial expressions Specialised language of drama
---	--	--	--	-------------------------------------	---	---	---

Unit 4 IV-V-VI Theatre of oppressed	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	Ai Aiii Bi Bii C i, ii, iii	Social Collaboration The students will advocate their own rights and needs. Thinking: Creative thinking: the students will create novel solutions to complex problems,	Knowledge Augusto Boal and his work Theatre of oppressed Term “oppression” in the law and everyday life Joker
April, May, June 2023. 9 Weeks 18 hours				demonstrate boundaries	D ii Diii	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	Traditional theatre vs. Theatre of oppressed Topic: Oppression, Theatre of oppressed Skills: resolving a conflict on the stage and in personal life: Peacefully Assertive skills

MYP- ARTS- THEATRE 5- COURSE OVERVIEW 2022. /23.

Teacher: Mirela Furdin

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
<p>Unit 1</p> <p>Comedy on film and on the theatre stage</p> <p>September -Decembre 2022</p> <p>15 weeks 30 hours</p>	Identity	Interpretation	Personal and Cultural expression	Comedy is an excellent the way to express the specific human features which are part of individual identity	<p>A i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>A ii. demonstrate understanding of the role of the art form in original or displaced contexts</p> <p>A iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>B i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>B ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>C ii. demonstrate a range and depth of creative-thinking behaviors</p> <p>C iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>D i. construct meaning and transfer learning to new settings</p> <p>D ii. create an artistic response that intends to reflect or impact on the world around them</p> <p>D iii. critique the artwork of self and others</p>	<p>Research <i>Information literacy skills</i></p> <p>The students will collect, and verify data and make connections between various sources of information</p> <p><i>Media literacy skills</i></p> <p>The students will compare and contrast among media resources</p> <p>Thinking <i>Transfer skills</i></p> <p>The students will inquire in different contexts to gain a different perspective</p>	<p>Knowledge</p> <p>Basic terms and facts from history of film</p> <p>What is the role and impact of silent movie</p> <p>Influence of Charlie Chaplin</p> <p>Stereotypes in film and literature</p> <p>How to use the stereotypes to produce comic effects</p> <p>What is origin, etymology, genre, history and purpose of comedy</p> <p>Characteristic, meaning and perception of comedy over time</p> <p>How to evaluate comedy</p> <p>Critical appreciation of comedy</p> <p>Topic:</p> <p>Charlie Chaplin: The modern times</p> <p>Plautus : Aulularia</p> <p>Moliere : Tartuffe</p> <p>Marin Držić: Skup</p> <p>Aristophanes: The Birds – exploration and comparing of different playwrights</p> <p>The students will gain an overview over European dramatic heritage</p> <p>Skills</p> <p>How to produce a comic effect</p> <p>How to use a comic effect to provoke thinking, discussion and to have an impact on individuals and society</p>

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
<p>Unit 2</p> <p>Changes in the world, changes in the theatre</p> <p>January - March 2023</p> <p>10 weeks 20 hours</p>	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.	<p>A i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>A ii. demonstrate understanding of the role of the art form in original or displaced contexts</p> <p>A iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>B i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>B ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>C ii. demonstrate a range and depth of creative-thinking behaviors</p> <p>C iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>D i. construct meaning and transfer learning to new settings</p> <p>D ii. create an artistic response that intends to reflect or impact on the world around them</p>	<p>Research Information literacy: The students will collect records and verify data and access information to be informed and inform others. They will present information in variety of formats</p> <p>Communication Communication: The students will negotiate and exchange ideas with peers in order to create an artwork</p> <p>Thinking Critical thinking: The students will practise observing carefully in order to recognise and solve the problem</p> <p>The students will draw reasonable conclusions and generalization</p> <p>Creative thinking: The students will create novel solutions to complex problems</p>	<p>Knowledge</p> <p>Key terms from history of literature Poetics, Aristotle, Mimesis Ancient Greek culture, Dionysius, Sophocles</p> <p>Genres and their audience</p> <p>Origin of tragedy and comedy</p> <p>First definitions and symbols</p> <p>The role of Chorus</p> <p>The role of specific genre in historical context</p> <p>Topic</p> <p>Ancient Greek society</p> <p>Aristotle: Poetics</p> <p>Antigone</p> <p>Middle Age society</p> <p>Turning points in history of middle age</p> <p>Morality plays; Jedermann and its European versions</p> <p>Mystery plays</p> <p>Liturgical drama</p> <p>Skills</p> <p>How to use a genre for a different purpose</p> <p>Creative writing</p> <p>Influence of genre for understanding a purpose or main idea</p> <p>The connection between genres and conveying ideas and expressing attitudes and values</p> <p>Practicing how to understand a genre correctly</p> <p>Exploring the impact of genres to audience</p>

<p>Unit 3</p> <p>Improv to improve</p> <p>April - June 2023</p> <p>10 weeks 20 hours</p>	<p>Communication</p>	<p>Structure Presentation</p>	<p>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>B i. demonstrate the acquisition and development of the skills and techniques of the art form studied B ii. demonstrate the application of skills and techniques to create, perform and/or present art C i. develop a feasible, clear, imaginative and coherent artistic intention C ii. demonstrate a range and depth of creative-thinking behaviors C iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. D iii. critique the artwork of self and others</p>	<p>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</p>	<p>Knowledge</p> <p>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</p> <p>Shows “Thanks God you are here” “Whose lines is it anyway?”</p> <p>Skills</p> <p>Quick thinking skills and how to stop over- thinking Quick reacting skills, accepting offers Speaking on the spot Taking another reaction - 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>
--	----------------------	-------------------------------	-------------------------------------	---	---	---	--

