

THEATRE MYP 4&5 COURSE OVERVIEW 2023. /24.

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Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
<p>MYP 4 Unit 1</p> <p>No man is an island</p> <p>8 Weeks 16 hours</p> <p>September, October, November 2024.</p>	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.	<p>B i. practically explore ideas to inform development of a final artwork or performance</p> <p>B ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p>C i. create or perform an artwork.</p>	<p>Communication Communication skills The students will use the variety of speaking and other nonverbal techniques to communicate</p> <p>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</p> <p>Self- management Affective skills – practising focus and concentration, mental focus body- mind connection</p> <p>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</p>	<p>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</p> <p>Topics: Basic preconditions for working in the group, establishing group dynamics, exercises for focus, dialog, concentration trust</p> <p>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.</p>

<p>MYP 4</p> <p>Unit 2</p> <p>Basic features of drama</p> <p>10 Weeks 20 hours</p> <p>Decembre 2023. January, February 2024.</p>	<p>Aesthetics</p>	<p>Composition</p> <p>Expression</p> <p>Audience</p>	<p>Orientation in space and Time</p>	<p>Drama texts have their own inner aesthetics which is demonstrated not only in basic features of text but also in performance and expression in front of audience</p>	<p>A i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry A ii. critique an artwork or performance from the chosen movement or genre.</p> <p>D i. appraise their own artwork or performance D ii. reflect on their development as an artist.</p>	<p>Communication Communication skills The students will collaborate with peers and teacher Reflection Keep a journal to record reflections. 3.3.9. Thinking Creative 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 They will apply skills and knowledge in unfamiliar situations</p>	<p>Knowledge: Drama basics Drama- etymology, meaning and symbols Plot Structure of plot: 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 Topics: Acting Acting theories Skills: Posture Gesture Facial expressions Specialised language of drama</p>
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<p>MYP 4</p> <p>Unit 3</p> <p>Challenges of climate change presented on the theatre stage</p> <p>9 Weeks 18 hours</p> <p>March, April 2024.</p>	<p>Change</p>	<p>Play Audience</p>	<p>Globalization and sustainability</p>	<p>The challenges brought by climate change can be presented on the theatre stage in the form of a play (as a reflection on change and inspiration for change) with the aim of raising awareness among the audience about the need for changes in social decision-making and economic activities that affect humanity and the environment.</p>	<p>B i. practically explore ideas to inform development of a final artwork or performance B ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p>C i. create or perform an artwork.</p> <p>D ii. reflect on their development as an artist.</p>	<p>Social Collaboration Listen actively to other perspectives and ideas. 2.1.9. Affective Practise positive thinking. 3.2.12. Reflection Consider ethical, cultural and environmental implications. 3.3.8. Keep a journal to record reflections. 3.3.9. Media Locate, organize, analyse, synthesize and ethically use information from a variety of courses and media (including digital social media and online networks. 4.2.1. Thinking Critical Practice observing carefully in order to recognize problems. 5.1.1. Creative Apply existing knowledge to generate new ideas, products or processes. 5.2.8. Transfer Combine knowledge, understanding and skills to create products or solutions. 5.3.6.</p>	<p>Knowledge: Students will repeat the basics of drama with an emphasis on writing monologues and dialogues and structure of plot.</p> <p>Topics: Impact of climate change on the environment Challenges of climate change in media and in educational programs (Global Oneness Project)</p> <p>Skills: Contribution of drama for social life.</p>
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<p>MYP 4</p> <p>Unit 4</p> <p>Theatre of oppressed</p> <p>8 Weeks 16 hours</p> <p>May, June 2024.</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 demonstrate boundaries</p>	<p>A i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry A ii. critique an artwork or performance from the chosen movement or genre.</p> <p>B i. practically explore ideas to inform development of a final artwork or performance B ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p>C i. create or perform an artwork.</p> <p>D i. appraise their own artwork or performance D ii. reflect on their development as an artist.</p>	<p>Social Collaboration The students will advocate their own rights and needs.</p> <p>Thinking Creative the students will create novel solutions to complex problems, 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</p> <p>Critical they will practice to observe carefully in order to solve a problem</p>	<p>Knowledge: Augusto Boal and his work Theatre of oppressed Term “oppression” in the law and everyday life Joker Traditional theatre vs. Theatre of oppressed</p> <p>Topics: 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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<p style="text-align: center;">MYP 5 Unit 1</p> <p style="text-align: center;">September - October 2023</p> <p style="text-align: center;">Comedy</p>	<p style="text-align: center;">Identity</p>	<p>Expression Interpretation</p>	<p>Comedy is an excellent the way to express the specific human features which are part of individual identity</p>	<p>Comedy is an excellent the way to express the specific human features which are part of individual identity</p>	<p>Ai, ii, iii</p> <p>Bi, Bii</p> <p>Di, Dii , Diii</p>	<p>Research</p> <p><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</p> <p><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 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</p> <p>Skills</p> <p>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>
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<p style="text-align: center;">MYP 5 Unit 2</p> <p style="text-align: center;">November-December 2023</p> <p style="text-align: center;">So this is Christmas</p>	<p style="text-align: center;">Communication</p>	<p>Innovation</p> <p>Interpretation</p> <p>Presentation</p>	<p>Orientation is space and time</p>	<p>The simple school play can communicate different interpretation of common ideas and present the connection between individual and civilisation from another perspective</p>	<p>A ii, A iii</p> <p>B i, B ii</p> <p>C i, ii, iii</p> <p>D i, ii, iii</p>	<p>Communication</p> <p><i>Communication skills</i></p> <p>The students will draw conclusions and write for different purposes</p> <p>They will use intercultural understanding to interpret communication</p> <p>Research</p> <p><i>Media literacy skills</i></p> <p>The students will seek a range of perspectives from multiple and varied sources</p> <p>Self-management</p>	<p>Topic</p> <p>What is origin and history of Christmas performances</p> <p>Which Christmas traditions exist in Europe and how do they affect individuals</p> <p>Basic concepts of celebrating Christmas</p> <p>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</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 (commercial and comic) and how to use clichés to produce comic effects</p> <p>Skills</p> <p>Exploring and evaluating different traditions</p> <p>Constructing different meaning and transferring the learning to new settings</p> <p>Understanding how society can change and manipulate role of arts</p>
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						<p>Reflection</p> <p>Thinking</p> <p>Transfer skills</p> <p>The students will combine knowledge, understanding and skills to create solutions</p>	<p>Consider different perspective and point of views, different values</p> <p>Acting skills</p> <p>Entertaining skills</p> <p>Improvisation skills</p>
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							<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>
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<p style="text-align: center;">MYP 5 Unit 4 April - June 2024 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 identity</p>	<p>A i B i, B ii C ii D iii</p>	<p>Communication <i>Communication skills</i> The students will give meaningful feedback and reaction</p> <p>Social skills <i>Collaboration skills</i> 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 <i>Affective skills</i> The students will practice dealing with change and positive thinking and practice strategies to overcome distractions</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 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</p>
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						<p>The students will practice focus and concentration</p> <p>Thinking skills <i>Critical thinking skills</i> The students will evaluate and manage risk</p>	<p>Acting by unscripted situations Use and benefits of improvisation in everyday life Improvisational approach to life- pro and contra</p>
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