

THEATRE

MYP 4 Subject overview 2024/2025

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	Subject group objectives	ATL skills	Content (topics, knowledge, skills)
<p>A STORY WORTH TELLING</p> <p><i>September, October, November</i></p>	Communication	Audience Genre	Personal and cultural expression	Theatrical genre is a tool for communicating the same idea to the audience in different ways.	<p>A i, ii</p> <p>B i, ii</p> <p>C i</p>	<p>Communication: -use appropriate forms of writing for different purposes and audience</p> <p>Collaboration: -encourage others to contribute</p> <p>Creative-thinking: -create original works and ideas, use existing works and ideas in new ways</p>	<p>Theater in general and the basic elements of theater,</p> <p>Theater genres and their relationship to dramatic story telling,</p> <p>Dramatic text and dramatization,</p> <p>Making short stories with the elements of a dramatic text,</p> <p>Creating the theater script for the final performance</p> <p>-understand the importance of all relations of the element of theater</p> <p>-recognize the role of theater genres in the way the story is presented</p> <p>-think about the desirable and undesirable reactions of the audience to the story</p> <p>-develop the creative skill of making a quality structure of short stories</p> <p>-research about theater genres and the theater works belonging to them</p> <p>- cooperate in the joint decision of choosing the final text</p>
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<p>WHEN CHARACTERS COME ALIVE</p> <p><i>December, January, February</i></p>	Change	Expression Presentation	Identities and relationships	Verbal and nonverbal expression through acting not only presents the idea to others but also develops mindfulness of the body and emotions.	<p>B i, ii</p> <p>D i, ii</p>	<p>Communication: -interpret and use effectively models of non-verbal communication</p> <p>Collaboration: -practice empathy -give and receive meaningful feedback</p> <p>Affective: -practice strategies to reduce stress and anxiety -practice focus and concentration</p>	<p>What is acting and who is an actor,</p> <p>Techniques and rules in acting,</p> <p>Acting exercises and workshops based on certain aspects of acting (voice, body, movement, emotion, space, concentration),</p> <p>Character formation through acting expression,</p> <p>Selecting actors for the final performance</p>

							<ul style="list-style-type: none"> - strengthening awareness of the role of voice and body in conveying ideas and information - practicing concentration and focus - developing acting techniques and applying them in acting performance
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<p style="text-align: center;">FROM THE OPENING OF THE CURTAIN TO THE APPLAUSE</p> <p style="text-align: center;"><i>March, April, May, June</i></p>	Identity	Structure Innovation Play	Orientation in space and time	While the process of theater play production builds the skill of creating within define structure it also encourages development of innovative ideas that are seen through the specific identity of the play within the performance.	<p>A i, ii</p> <p>C i</p> <p>D i, ii</p>	<p>Collaboration: -take responsibility for one's actions</p> <p>Organization: -set goals that are challenging and realistic</p> <p>Affective: -practice "bounce back" -demonstrate persistence and perseverance practice dealing with change</p> <p>Transfer: -combine knowledge, understanding and skills to create products or solutions</p>	<p>Getting to know the production process of making a theater play,</p> <p>Space, scenography, costumes and props,</p> <p>The influence of light and sound as technical components of the play,</p> <p>Directing and directing instructions,</p> <p>Rehearsing and staging the play,</p> <p>Performing the play,</p> <p>Review and critique of the final performance</p> <p>- develop awareness of the play as a cooperative process</p> <p>- strengthen the sense of personal responsibility towards an individual element in the process of developing the play</p> <p>- research the elements of the production process of the play</p> <p>- recognize the role of practice and repetition for the formation of an individual as an artist</p> <p>- form correct criticism into self-criticism towards the expressed work of art</p>

DIFFERENTIATION

For students with dyslexia and dysgraphia

Bigger font , bigger space between rows

Dividing text in tests, practise sheets and instruction papers in smaller sections

More time for reading, checking if the text/questions are understood

Tolerating writing mistakes

Questions and enough space for answers should be on the same page

Allowing longer time for finishing a task if needed

Working in a pair or a team with peers

Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

For students with ADHD

Bigger font and space between rows

Shorter paragraphs

Avoid tables if needed

Check which type of graphs/diagrams are suitable for the student

Fewer questions in tests

Frequent checking if a student is concentrated on the work

Instead of complex questions with a, b, c..., create separate questions

Questions and enough space for answers should be on the same page

Work in pairs or small teams (up to four)

Creating summary sheets if needed

Encourage students to participate in class discussions

Regularly make notes about progress in e-dnevnik

Allowing the student to leave the classroom for a short time during the lesson if needed