



Gyeonggi Suwon International School

Learning Curriculum Framework
Course Scope and Sequence

Subject Group:	Arts	Grade level:	high school grade 9
Course:	IB MYP Drama 9	Revision Date:	April 2012
Duration:	1 year / 2 times in the 6 day cycle		

Course Description:

The MYP Drama 9 course **aims** to give students a “behind the scenes” and technical perspective on the world of theatre. The course **content** includes set design and construction, lighting design and control, staged combat techniques and scene work, acting methodology and Shakespeare in performance. **Assessment** is in the form of written and practical knowledge based tests, stage and lighting design application tasks, stage combat performance, written reflections and daily personal engagement assessment.

Course length: 1 year

Pre-requisites: none

Assessment Criteria: Knowledge and Understanding, Application, Reflection and Evaluation, and Personal Engagement

Resources: Apple laptop,

Course Learning Goals

MYP Objectives:

Criterion A: Knowledge and understanding

Students should be able to:

demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts

demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes

communicate a critical understanding of the art form studied in the context of their own artwork.

Criterion B: Application

Students should be able to:

develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions

apply skills, techniques and processes to create, perform and/or present art

Criterion C: Reflection and evaluation

Students should be able to:

reflect critically on their own artistic development and processes at different stages of their work

evaluate their work

use feedback to inform their own artistic development and processes.

Criterion D: Personal engagement

Students should be able to:

show commitment in using their own artistic processes demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks

support, encourage and work with their peers in a positive way

be receptive to art practices and artworks from various cultures, including their own.

Content Standards and Benchmarks:**Massachusetts Arts Curriculum Framework**

- 3.3** Recognize and describe the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance
- 3.4** Identify and use appropriate vocabulary to describe kinds of stage spaces (e.g., proscenium, thrust, arena), stage directions, areas of the stage (e.g., upstage, downstage, stage right, stage left) and basic blocking techniques
- 3.7** Select a scene from original or scripted material, conduct research on the historical period, genre, playwright, and other relevant information, determine casting, staging, and technical requirements, and articulate the rationale for all artistic choices
- 4.3** Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance
- 4.4** Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element
- 4.5** As a member of a production crew, select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character
- 4.6** Draw renderings, floor plans, and/or build models of sets for a dramatic work and explain choices in using visual elements (line, shape/form, texture, color, space), and visual principles (unity, variety, harmony, balance, rhythm)
- 4.8** Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and make-up in creating a unified theatrical effect for a dramatic work
- 4.9** Describe characteristics of theatre technology and equipment based on a tour of a high school or professional theatre
- 4.10** Show appropriate respect for the safety and maintenance of the work space, tools, and equipment
- 4.11** Participate as a member of a technical crew or a management team for a mainstage production
- 4.13** Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers
- 4.14** Apply technical knowledge of safety procedures and practices in the theatre environment
- 9.3** Identify and describe examples of how (dramatic) artists make innovative uses of technologies and inventions
- 9.4** Identify and describe examples of how contemporary (dramatic) artists use computer technology in their work

Scope and Sequence

Time-frame	Unit Title & Unit Question	IB Learner Profile Areas of Interaction Theory of Knowledge Christian Worldview	Content Knowledge and Skills	Assessments and Criteria
14 Wks.	<p>Stage Design and Construction</p> <p>Unit Question: How do theatre artists create spaces and scenes</p>	<p>Christian Worldview: “Whatever you do, do all to the glory of God.” (1 Cor. 10:31)</p> <p>AOI Focus: Environments</p> <p>ATLs: Thinking, Organization</p> <p>Learner Profile: Thinker, Reflective</p>	<p>Content: After gaining a background in performing spaces and having learned the conventions of stage design, students will research, design and model the set for a hypothetical major production. They will apply their skills in building the set for the fall GSIS production.</p> <p>Standards: 3.3, 3.4, 4.3, 4.4, 4.5, 4.6, 4.11</p>	<p>Criteria A: A Multiple Choice/ Matching, and Essay exam on performing spaces</p> <p>Criteria B: A Set Design Portfolio including a Statement, Inspiration, Floor Plan, Elevation, and a Description of Technical Requirements.</p> <p>Criteria C & D: Self-reflection on Set Construction work</p>
6 Wks.	<p>Lighting Design</p> <p>Unit Question: How does lighting contribute to theatrical performance?</p>	<p>Christian Worldview: “I have come as a light into the world, that whoever believes in Me, should not abide in darkness.” (John 12:46)</p> <p>“Let your light so shine before men, that they may see your good works and glorify your Father in heaven.” (Matthew 5:16)</p> <p>AOI Focus: Human Ingenuity</p> <p>ATLs: Thinking</p> <p>Learner Profile: Knowledgeable</p>	<p>Content: Students will learn the basics of lighting design and how to safely operate theatrical lighting equipment.</p> <p>Standards: 4.8, 4.9, 4.10, 4.11, 4.13, 9.3, 9.4</p>	<p>Criteria A: Students may research a lighting instrument, a microphone or a software program and write a “technical report” -or- students may research a stage production with regards to the lighting and sound design choices made</p> <p>Criteria B: Students will demonstrate their abilities by lighting and designing sound for a scene or event.</p> <p>Criteria C & D: Self-reflection on Lighting and Sound work</p>
16 Wks.	<p>Stage Combat & Shakespeare</p> <p>Unit Question: How do actors safely perform “staged combat”?</p>	<p>Christian Worldview: As Christians we may be called upon to portray violence in order to tell a story with a higher purpose. God wants us to take counsel and safety precautions seriously (Prov 11:14 & Deu 22:8)</p> <p>AOI Focus: Health and Social Education</p> <p>ATLs: Reflection, Communication</p> <p>Learner Profile: Risk-Taker, Caring</p>	<p>Content: Students will learn basic unarmed and armed (single “sword”) stage combat techniques in order to perform physical action on stage safely. Students will analyze and stage physical action within the context of a Shakespearean drama.</p> <p>Standards: 1.7, 1.9, 3.7, 4.14</p>	<p>Criteria A: Students will demonstrate proper form and technique prior to choreographing a stage combat scene.</p> <p>Criteria B: Students will perform a scene from Shakespeare that includes physical conflict using unarmed and armed stage combat techniques.</p> <p>Criteria C & D: Self-reflection on Stage Combat</p>

