



# Gyeonggi Suwon International School

Learning Curriculum Framework  
Course Scope and Sequence

Subject Group:	Arts	Grade level:	middle school grade 8
Course:	IB MYP Drama 8	Revision Date:	April 2012
Duration:	1 Semester / 3 times in the 6 day cycle		

## Course Description:

MYP Arts 8 **aims** for students to experience the process of making art in a variety of situations, express ideas through creation, become informed and reflective practitioners of the arts, and continue to understand how the arts play a role in developing and expressing both personal and cultural identities on further higher level. Students will practice the creative process and participate in activities such as observations, experimentation, reflection, and technique development. Students will participate in 2 semester long Arts courses of their choice.

Drama (1 semester) **Content** includes an exploration into physical communication, silent film techniques, storyboards, exaggerated acting, the creative process, the cultural tradition of masks, mask work, creative collaboration and folktales in performance. **Assessment** includes a silent film, mask activities, plaster cast mask, ritual performance, adapted fairy tale script, performance of collaborated material for a young audience (elementary students), application of staging skills, reflection and critique, unit tests, developmental workbook, and class participation.

## Course Learning Goals

### MYP Objectives:

#### Criterion A: Knowledge & Understanding

- demonstrate knowledge and understanding of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts
- demonstrate knowledge and understanding of some elements of the art form studied, including some specialized language, concepts and processes
- demonstrate an informed opinion of the art form studied in the context of their own artwork.

#### Criterion B: Application

- articulate an idea, theme or personal interpretation to a point of realization
- develop skills and apply the techniques and processes involved in creating, performing and/or presenting art.

**Criterion C: Reflection & Evaluation**

- describe the progress they have made so far and identify areas that have been particularly easy or challenging
- identify strengths and weaknesses in their work
- receive feedback constructively.

**Criterion D: Personal Engagement**

- show commitment in developing their own artistic processes
- demonstrate curiosity, selfmotivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to the various ways in which art practices and artworks present themselves from culture to culture.

Content Standards and Benchmarks:

**Massachusetts Arts Curriculum Framework**

**1.9:** Use physical acting skills such as body alignment, control of isolated body parts, and rhythms to develop characterizations that suggest artistic choices

**1.13:** In rehearsal and performance situations, perform as a productive and responsible member of an acting ensemble (i.e., demonstrate personal responsibility and commitment to a collaborative process)

**1.14:** Create complex and believable characters through the integration of physical, vocal, and emotional choices

**3.5:** Demonstrate an understanding of the purpose of the rehearsal process as a means of refining and revising work leading to a finished performance

**3.6:** Rehearse and perform a variety of dramatic works for peers or invited audiences

**4.7:** Create a sound environment, composed, live, or recorded, for a dramatic work and explain how the aural elements meet the requirements of and enhance the overall effect of the text

**5.8:** Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal process

**5.11:** Use a variety of assessment tools such as journals, rehearsal notes, video/audio tapes, rubrics, self, peer, and teacher evaluations to revise and refine their own or the group's work

**5.16:** Devise specific methods for documenting and assessing one's own artistic development throughout participation in a theatre project

**6.4:** Describe how artistic production can shape and be influenced by the aesthetic preferences of a society

**8.5:** Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles

## 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
9 Wks.	<p><b>Mime and Physical Acting</b></p> <p><b>Unit Question:</b> How do we communicate without speaking?</p>	<p><b>IB Learner Profile:</b> Balanced</p> <p><b>AOI Focus:</b> Human Ingenuity</p> <p><b>ATLs:</b> Thinking, Collaboration</p>	<p><b>Content:</b> Students will explore ways to communicate without using their voice.</p> <p><b>Standards:</b> 1.9, 4.7, 5.8, 5.11, 5.16</p>	<p><b>Criteria A:</b> A web based analysis of Charlie Chaplin and the Silent Film Era.</p> <p><b>Criteria B:</b> A Pantomime performance and a Silent Film</p> <p><b>Criteria C &amp; D:</b> Self reflections of work on the pantomime and silent film</p>
4 Wks.	<p><b>Masks in Drama Tradition</b></p> <p><b>Unit Questions: Why do we use masks?</b> How do masks differ by culture? What can we learn from looking at masks?</p>	<p><b>IB Learner Profile:</b> Inquirers</p> <p><b>AOI Focus:</b> Human Ingenuity</p> <p><b>ATLs:</b> Information Literacy</p>	<p><b>Content:</b> Students will... Explore character masks from world cultural traditions Create a mask based on one or more folktales Use skills from their physical communication unit to create performance.</p> <p><b>Standards:</b> 6.4, 8.5</p>	<p><b>Criteria A:</b> A power point presentation on a dramatic mask tradition</p>
5 Wks.	<p><b>Folktales in Performance</b></p> <p><b>Unit Question:</b> How is culture transmitted through dramatized folktales?</p>	<p><b>IB Learner Profile:</b> Communicators</p> <p><b>AOI Focus:</b> Community and Service</p> <p><b>ATLs:</b> Communication</p>	<p><b>Content:</b> Students will explore how Folktales reflect community and culture. Students will adapt a folktale into a dramatic production that will be presented to elementary students.</p> <p><b>Standards:</b> 1.13, 1.14, 3.5, 3.6</p>	<p><b>Criteria B:</b> Folktale Performance</p> <p><b>Criteria C &amp; D:</b> Self Reflections on masks and folktales</p>