

Arts_Drama overview

Year 2 (Grade 7)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Puppet Theatre 15 weeks	Change Representation Expression Role	Personal and cultural expression	The role of puppeteer is to bring the puppet to life and communicate the story to an audience.	A, B, C, D	COMMUNICATION: Communication Skills SOCIAL: Collaboration Skills SELF-MANAGEMENT: Organization Skills SELF-MANAGEMENT: Affective Skills SELF-MANAGEMENT: Reflection skills RESEARCH: Information literacy skills RESEARCH: Media literacy skills THINKING: Critical-thinking Skills THINKING: Creative-thinking Skills THINKING: Transfer skills	Use the workbook as a creative tool for investigation and experimentation. Research puppet theatre Learn how to bring a puppet to life and how to move with it. Voice work Come up with an idea and develop it into a story. Perform it in front of class. Choose one story and write a script puppet theatre Perform the play.

Year 3 (Grade 8)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Ancient Greek Theatre 13 weeks	Creativity Genre Interpretation Structure	Personal and Cultural Expression	Students will show their creativity by giving their personal interpretation of "A Christmas Carol" structured as if in the Genre of Ancient	A, B, C, D	COMMUNICATION: Communication Skills SOCIAL: Collaboration Skills SELF-MANAGEMENT: Organization Skills SELF-MANAGEMENT: Affective Skills SELF-MANAGEMENT: Reflection skills RESEARCH: Information literacy skills RESEARCH: Media literacy skills	Use the workbook as a creative tool for investigation and experimentation. Research Ancient Greek Theatre Make a neutral mask and explore how to express emotions using body

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			Greek theatre staying true to both cultural expressions..		<p>THINKING: Critical-thinking Skills</p> <p>THINKING: Creative-thinking Skills</p> <p>THINKING: Transfer skills</p>	<p>language.</p> <p>Learn an excerpt from a Tragedy and perform as a chorus.</p> <p>Pick a part of the Dickens classic “A Christmas Carol” and perform it in groups</p> <p>Rewrite the Dickens classic “A Christmas Carol”, in the style of a Greek tragedy, as part of a group and individually</p>
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Year 4 (Grade 9)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Shakespeare 14 weeks	Aesthetics Role Genre	Personal and cultural expression	Explore the works of Shakespeare through the different roles of a theatre practitioner and how his stories transcend time and place.	A, B, C, D	<p>COMMUNICATION: Communication Skills</p> <p>SOCIAL: Collaboration Skills</p> <p>SELF-MANAGEMENT: Organization Skills</p> <p>SELF-MANAGEMENT: Affective Skills</p> <p>SELF-MANAGEMENT: Reflection skills</p> <p>RESEARCH: Information literacy skills</p> <p>RESEARCH: Media literacy skills</p> <p>THINKING: Critical-thinking Skills</p> <p>THINKING: Creative-thinking Skills</p> <p>THINKING: Transfer skills</p>	<p>Use the workbook as a creative tool for investigation and experimentation</p> <p>Small group research on the globe, Elizabethan era, and Shakespeare’s life and work.</p> <p>Present info to the rest of the class</p> <p>View extracts from Elizabeth, and Shakespeare in Love, identify the element of dramatic tension) give them the hand out to use while watching=</p> <p>Glance at the language, play with Shakespeare insults, and words that remain today</p>

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						<p>Read extracts from R &J, Julius Caesar, Macbeth, Much ado about nothing, Midsummer Night's Dream, Hamlet and Othello, Taming of the Shrew</p> <p>Students study the piece of their choice and rehearse a performance</p> <p>Perform their piece to the class, and have discussion about the passion of life.</p> <p>Research the themes and link to modern theater and film</p> <p>Present power point to class</p> <p>Watch the reduced Shakespeare company.</p>
Commedia del' Arte 10 weeks	Form Expression Genre Structure	Personal and cultural expression	An exploration of character creation through the power of body movement.	A, B, C, D	<p>COMMUNICATION: Communication Skills</p> <p>SOCIAL: Collaboration Skills</p> <p>SELF-MANAGEMENT: Organization Skills</p> <p>SELF-MANAGEMENT: Affective Skills</p> <p>SELF-MANAGEMENT: Reflection skills</p> <p>RESEARCH: Information literacy skills</p> <p>RESEARCH: Media literacy skills</p> <p>THINKING: Critical-thinking Skills</p> <p>THINKING: Creative-thinking Skills</p> <p>THINKING: Transfer skills</p>	<p>Use the workbook as a creative tool for investigation and experimentation</p> <p>Small group research on the Commedia del' Arte. (Masks, characters, lazzi's, time period)</p> <p>Present info to the rest of the class</p> <p>View videos on you tube from the UK national Theatre, as well as workshops on Commedia.</p> <p>Workshop body language and creating a character around a mask.</p> <p>Discuss acting without facial expressions.</p> <p>Find and read Lazzis.</p> <p>Students develop/ create a piece of their own and rehearse a performance</p>

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						Perform their piece to the class, and have discussion about the process.
Radio Theatre 9 weeks	Communication Expression Play Audience	SCIENTIFIC AND TECHNICAL INNOVATION	An exploration of the power of sound in theatre and how to use the audience's imagination.	A, B, C, D	<p>COMMUNICATION: Communication Skills SOCIAL: Collaboration Skills SELF-MANAGEMENT: Organization Skills SELF-MANAGEMENT: Affective Skills SELF-MANAGEMENT: Reflection skills</p> <p>RESEARCH: Information literacy skills RESEARCH: Media literacy skills</p> <p>THINKING: Critical-thinking Skills THINKING: Creative-thinking Skills THINKING: Transfer skills</p>	<p>Use the workbook as a creative tool for investigation and experimentation Small group research of Radio Theatre. Present info to the rest of the class View videos on you tube from the Goon Show, watch "Ham Radio" episode of the sitcom Frasier, listen to Orson Welles show. Research sound effects. After choosing episode of Goon show to perform, create the sound effects needed. Discuss acting without picture. Students rehearse and perform episode of 'Goon Show", and after have a discussion about the process.</p>

Year 5 (Grade 10)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Why tell this story? 14 weeks	Identity Composition Interpretation Presentation	Identities and relationships	The students will compose a monologue giving their own perspective and interpretation of the issues of teenagers as	A, B, C, D	<p>COMMUNICATION: Communication Skills SOCIAL: Collaboration Skills SELF-MANAGEMENT: Organization Skills SELF-MANAGEMENT: Affective Skills SELF-MANAGEMENT: Reflection skills</p>	<p>Use the workbook as a creative tool for investigation and experimentation. Research monologues. How many different styles are there in writing and delivery?</p>

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			pertaining to their own identity and relationship to others, and explain why they want to present it that way.		<p>RESEARCH: Information literacy skills RESEARCH: Media literacy skills</p> <p>THINKING: Critical-thinking Skills THINKING: Creative-thinking Skills THINKING: Transfer skills</p>	<p>Difference between a monologue and a soliloquy. Research and discuss issues that are relevant to teenagers like themselves. Pitch idea to teacher and peers. Write many different drafts. Use feedback and self-reflection..</p>
From page to stage 10 weeks	Form Audience Expression Role	Personal and cultural expression	The students will prepare the monologue they have written for an audience, bringing the character they created to life using different forms of expression.	A, B, C, D	<p>COMMUNICATION: Communication Skills SOCIAL: Collaboration Skills SELF-MANAGEMENT: Organization Skills SELF-MANAGEMENT: Affective Skills SELF-MANAGEMENT: Reflection skills</p> <p>RESEARCH: Information literacy skills RESEARCH: Media literacy skills</p> <p>THINKING: Critical-thinking Skills THINKING: Creative-thinking Skills THINKING: Transfer skills</p>	<p>Use the workbook as a creative tool for investigation and experimentation. Research practices of an actor's preparation Learn their lines. Come up with a course of action. Explain the choices they are making in bringing their script to the stage. Research set, costume and lighting design. Give and receive feedback from peers and teacher. Use feedback and self-reflection.</p>
A night at the improv 9 weeks	Communication Boundaries Expression form	Identities and relationships	The students will learn how to communicate on stage using different styles of expression while still respecting the boundaries of their partner and the parameters given to them. It will help them in their relationships	A, B, C, D	<p>COMMUNICATION: Communication Skills SOCIAL: Collaboration Skills SELF-MANAGEMENT: Organization Skills SELF-MANAGEMENT: Affective Skills SELF-MANAGEMENT: Reflection skills</p> <p>RESEARCH: Information literacy skills RESEARCH: Media literacy skills</p> <p>THINKING: Critical-thinking Skills THINKING: Creative-thinking Skills</p>	<p>Use the workbook as a creative tool for investigation and experimentation. Research improve groups in the US and elsewhere. Research comedic timing and "rules" of improv Try different improv exercises. In small groups create a show in the style of SNL Give and receive feedback from</p>

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			with others as well as realizing their own identity even through different forms.		THINKING: Transfer skills	peers and teacher. Use feedback and self-reflection.
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