

Drama 10-12

Foundational Outcomes

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Drama 10, Drama 11, Drama 12: Theatre Arts

The NS Arts Education Curricula offer discipline-specific courses that provide a grounding in the language, behaviours, and experiences unique to each of those disciplines. Creative and artistic pursuits are foundational to these courses. Learners will focus on the creative process, respond to their works and the works of others, learn the language of the discipline, make connections between theory and practice, pursue opportunities to engage with artists in the community, and more. To support learners in arts courses, foundational outcomes were selected with an emphasis on maintaining the integrity of each of the three unifying processes in grades 10 and 11 and the three strands in grade 12. It is important to recognize that these processes and strands are interrelated and can be developed most effectively as interdependent, rather than discrete, concepts. When learning experiences are designed to express these interrelationships, arts pursuits become relevant to real situations and learning becomes more meaningful. Teachers should exercise professional judgement in relation to the suggested foundational outcomes to ensure that learning opportunities are responsive to the needs of their learners.

Drama 10

Students will be expected to

- 1.1 respond with sensitivity and respect to the ideas of others
- 1.2 take greater learning risks within a dramatic context
- 2.1 complete warm-up activities
- 2.2 assume and sustain role in a dramatic context
- 2.3 use movement, gesture, and stillness to interpret and communicate meaning
- 2.4 use speech to interpret and communicate meaning
- 2.5 use movement and speech to interpret and communicate meaning
- 3.1 make informed judgments about their own work and the work of others
- 3.2 reflect on their personal growth using various forms of expression
- 3.3 make connections between text and their own life experiences
- 3.4 apply research from print and non-print sources to the development of dramatic text and to acting, design, and directing choices
- 4.1 demonstrate an awareness that there may be different solutions to different problems
- 5.1 reflect on ways in which their work and the work of others reflect cultural diversity
- 5.2 express the cultural diversity of their communities in their drama work
- 6.1 use various dramatic forms to create text that gives meaning to cultural and historical events

Drama 11

Students will be expected to

- 1.1 build on the ideas of others
- 1.2 use risk taking to enhance the dramatic experience
- 2.2 assume and sustain role in both dramatic and theatrical contexts
- 2.3 select and use dramatic forms of movement to interpret and communicate meaning
- 2.4 select and use dramatic forms of speech to interpret and communicate meaning
- 2.5 select and combine dramatic forms of expression to interpret meaning and to communicate that meaning in a theatrical context
- 3.1 make informed responses to their own and others' work
- 3.2 reflect on personal growth using a wide variety of forms and incorporate that reflection in future work
- 3.3 explore more fully connections made between text and their own life experiences and circumstances
- 4.1 present different solutions to different problems and draw critical conclusions
- 4.2 identify problems relating to their own work and address these problems by using effective problem-solving and decision-making strategies
- 5.1 experience and celebrate the cultural richness of their own work and the work of others
- 5.2 demonstrate respect for the cultural richness of all communities
- 6.1 use a broad range of dramatic forms to create text that gives meaning to cultural and historical events
- 6.2 exhibit and celebrate through their dramatic work an awareness of the universal connections between themselves and others

Drama 12: Theatre Arts

CREATING, MAKING and PRESENTING

- CM 1.1 express, develop, challenge, and communicate ideas through their participation in theatrical production, as actors, writers, directors, technicians, and other production team members
- CM 1.2 improvise and create original script that reveals character and theme based on personal experience, heritage, imagination, literature, and history
- CM 2.1 develop and refine theatrical production for presentation
- CM 2.3 develop and apply individual skills within the production team

UNDERSTANDING and CONNECTING CONTEXTS OF TIME, PLACE and COMMUNITY

- UC 3.1 demonstrate an understanding of historical and cultural influences on theatrical production
- UC 3.2 analyze selected career opportunities by identifying the necessary skills and training required
- UC 3.3 analyze, understand, and value the influence of drama in creating and reflecting culture
- UC 4.1 demonstrate an understanding of the role of drama as a record of human experience as it connects to their own lives
- UC 4.3 respect the integrity of various cultural groups and their contribution to drama in the global community
- UC 5.1 interpret and perform theatrical work that promotes and challenges their own ideas and the ideas of others, the community, and society
- UC 5.2 demonstrate an understanding of the importance of physical space and technology in creating environments for theatrical production
- UC 5.3 demonstrate an understanding of how drama clarifies and influences issues and events in local and global contexts

PERCEIVING and RESPONDING

- PR 6.1 explore, present, and evaluate solutions to a range of problems relating to theatrical production
- PR 6.2 review and critique presentations and interpretations of dramatic works, using appropriate terminology
- PR 7.1 analyze and make choices about different media for dramatic effect and articulate reasons for their choices
- PR 8.1 analyze the responsibilities of all members of the production team in relation to the author's intentions
- PR 8.2 observe and reflect on an actor's performance, and compare the portrayal to the intended role
- PR 8.3 compare the ways in which theatre, dance, visual arts, and music can be used to realize artistic intent