

## **MYP DRAMA OVERVIEW for RCHK**

### **Course aims:**

“Logic will get you from A to B. Imagination will take you everywhere” Albert Einstein

The MYP Drama programme at Renaissance College engages students in an active relationship with the art of Theatre and encourages both autonomous and collaborative learning. It promotes the growth of creativity, nurtures the imagination through kinesthetic learning and develops empathy by requiring students to put themselves in ‘other people’s shoes’

MYP Drama provides students with a creative experience in the classroom, allowing them to explore many aspects of theatre engaging with a variety of theatre genres, world practices and performance techniques. Through this exploration students develop a number of transferable skills including communication, collaboration, creative thinking, research and written skills.

This document provides evidence of vertical and horizontal planning, documenting the written Drama written curriculum in each group across all years of the programme for 2015-16.

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### DRAMA MYP 1 (Yr 7)

Unit Title	Key Concept	Related Concept	Global Context	Inquiry Statement	MYP Objective	ATL skills (MYP From Principles into Practice doc)	Content
No I in TEAM	Identity	Audience, Expression	Identities and Relationships	Relationships impact on identities within social settings and can be expressed to an audience, through creating awareness.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Collaboration Skills: Working effectively with others Feedback: Practice Empathy	An introduction to Drama as a specialist subject. Looking at collaborating in various group work activities exploring Drama Conventions SKILLS: *Drama Dictionary *Spontaneous Improvisation *Tableaux *Thought Tracking *Characterization *Story Boarding *Devised Drama
Bigger is Better	Aesthetics	Interpretation, Role	Personal and Cultural	The interpretation of characters can be expressed through the exploration of role and the aesthetic	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Thinking skills: Creative: consider multiple alternatives	This unit focuses on design of a character – from a pantomime – looking at how a designer creates ‘mock up’ of costume through

				design.			practical exploration of the role and then creating a design concept. SKILLS *Interpretation *Analysis *Research * Craft designer skills *Looking an the genre *Pantomime performance
Lets get Loud!	Communication	Expression Presentation	Personal and Cultural	Communication can be influenced by personal expression and may be more or less effective when presented in different forms.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Communication Skills: Exchanging thoughts, messages and information effectively through interaction: Use a variety of media to communicate with peers and teachers	This unit is to build confidence and clarity of delivery through voice in students. SKILLS *Performance skills *Vocal technique *Use of gesture *Use of body *Language *Facial Expression

### **DRAMA MYP 2 (Yr 8)**

<b>Unit Title</b>	<b>Key Concept</b>	<b>Related Concept</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>MYP Objectives</b>	<b>ATL skills</b>	<b>Content</b>
I like to move it move it	Communication	Interpretation, Role	Orientation in space and time	Students are able to interpret, communicate and recognize stereotypical/ stock role characters through 'play' whilst exploring the history of theatre.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Collaboration : working effectively with others: Take responsibility for one's own actions within a group	This unit ask students to look into a form of World Theatre and its performance techniques SKILLS *7 level of tension *An introduction of Physical Theatre. *Commedia Dell Arte genre
Growing Pains	Communication	Boundaries Interpretation	Identities and relationships	Relationship can be created and boundaries broken down	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Self Management: Affective Skills: Managing state	This unit looks at the social emotional

				through purposeful personal interpretation and one's ability to communicate.		of mind: Mindfulness	learning of the students through a Drama context. It uses Dweck's Growth Mindset strategies and character strengths. SKILLS *Forum Theatre *Thought Tracking *Tableaux *Devised Drama *Script writing
It's Complicated	Communication	Boundaries Interpretation	Identities and Relationships	Communication can sometimes break down boundaries but also can be wrongly interpreted.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Communication Skills: Exchanging thoughts, messages and information effectively through interaction. Use a variety of speaking technique to communicate with a variety of	This unit will develop student's interest on why how you can transform a play script 'Romeo and Juliet' into a 'live performance' SKILLS: *from page to stage

						audiences	<ul style="list-style-type: none"> <li>* analysis</li> <li>*how to interpret stage direction</li> <li>* the role of the director</li> <li>* the role of the actor</li> </ul>
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**DRAMA MYP 3 ( Yr 9)**

Unit Title	Key Concept	Related Concept	Global Context	Inquiry Statement	MYP Objectives	ATL Skills	Content
Brecht's Epic Theatre	Change	Audience, Genre, presentation	Personal and Cultural Expression	The power to influence social change to an audience is dependent on the method and genre of presentation	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Thinking – Critical thinking: Analyzing and evaluating issues and ideas: Consider ideas from multiple perspectives	This unit explores the Theatre Practitioner – BRECHT and presenting and creating a piece of Epic Theatre <b>SKILLS</b> * Epic Theatre * Narrator * 3 <sup>rd</sup> person * signs * Music
The Art of Monologue	Identity	Expression, Presentation, Role	Identities and Relationships	To be truly artistic one must present	A i,ii,iii B i, ii C i,ii,iii,	Communication Skills: Reading, writing and	This unit asks students to create and

				their chosen identity with expression when in role.	D i,ii,iii	using language to gather and communicate information: Write for different purposes	perform a self written monologue in role (as a famous person in history) This is a follow on (continuum of Yr. 7 unit 'Let's Get Loud) SKILLS *research of famous person *own monologue writing * Performance skills * Vocal skills
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**DRAMA MYP 4 (Yr 10)**

<b>Unit Title</b>	<b>Key Concept</b>	<b>Related Concept</b>	<b>Global Context</b>	<b>Inquiry Statement</b>	<b>MYP Objectives</b>	<b>ATL Skills</b>	<b>Content</b>
Augusto Boal – Theatre of the Oppressed	Change	Boundaries, Innovation	Fairness and Development	The Arts have the potential for social influence and can be	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Social : Working effectively with others: Manage and	This unit explore the ability to understanding and practically

				considered an innovative vehicle for change and breaking down social boundaries.		resolve conflict and work collaboratively in teams	explore the practitioner Boal & Theatre of the Oppressed Exploring key features of the genre understanding of the explorative skills performance experience SKILLS *Forum Theatre *Invisible Theatre * Newspaper Theatre *Boal exercises * I movie
Alice in Wonderland – introduction to Physical Theatre	Aesthetics	Composition, Genre, Interpretation	Identities and relationships	The process and composition of an aesthetic creation is stimulated by the genre and individual interpretation.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Thinking: Transfer skills: Using skills and knowledge in multiple contexts: Applying skills and knowledge in	This unit will develop student's body and physical interest in why and how drama can develop creatively and also changed

						unfamiliar situations	themselves and of others that witness their performance. (Continuum of Yr. 8 Commedia unit) <b>SKILLS</b> * Viewpoints * Anne Bogart * 7 levels of tension * Physical Theatre
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**DRAMA MYP 5 (Yr. 11)**

<b>Unit Title</b>	<b>Key Concept</b>	<b>Related Concept</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>MYP Objectives</b>	<b>ATL Skill</b>	<b>Content</b>
DESIGN IN THEATRE - The Theatre Designer	Aesthetics	Interpretation, Presentation	Identities and relationships	The process of artistic creation and presentation can be stimulated by individual interpretation of what is aesthetically pleasing.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii	Research skills: Finding, Interpreting, judging and creating information: Make connection between various sources of information.	This unit is a continuum unit from Yr. 7 (Bigger is Better) but allows the student to create a design pack from a play of the student's own choice. <b>SKILLS</b> * Research * Design skills * I movie

							* Actual design work (practical)
<b>(FINAL DRAMA UNIT OF MYP)</b>  Empathy	Identity	Expression Interpretation	Personal and Cultural Expression	Media has the potential to influence cultural and social expression, which in turn can effect the interpretation of one's identity.	A i,ii,iii B i, ii C i,ii,iii, D i,ii,iii  Task 1: Ci, Cii, Dii  Task 2: Ai, Aii, Aiii  Task 3: Bi, Ciii  Task 4: Bii, Di, Diii	Creativity (and innovation): Generating novel ideas and consider new perspectives  - Thinking independently – when creating and drafting their own monologue Students will show evidence of brainstorm/mind maps to help them generate new ideas and inquiries. They will consider multiple alternatives.	This unit introduces students to a different form of creating live performance/creative theatre. They will learn how to interpret an image/text in various ways and understand how it works in script writing and performance. <b>SKILLS</b> * Stanislavski * Monologue Writing * Actor Performance