

MYP Drama – Grade 10

Topic/Unit Title	Key Concept	Related Concept	Global Context/Exploration	ATL skills	Lines/Statement of Inquiry	Service as action	Summative assessment	Assessment Objectives
Augusto Boal and Documentary Theatre	Creativity, Perspective	Self-expression	Identities and Relationships	A theatre presentation can be used to effectively discuss or offer perspectives to real-life problems of identities and relationships.	Communication, Social, Self-management	Performance opportunity	<p>A- An individual research presentation of Augusto Boal using concepts and subject-specific terminology of: Political and Forum theatre, including research about the artist and the context at the point of creation the critical analysis of Boal's work.</p> <p>B- A selection of process journal extracts to show: the development of the student's artistic intention the exploration</p>	<p>A: knowledge and understanding of the theatre practitioner's style and how it has been inspired by politics and history, including a thorough analysis and perceptive interpretation of their research (Ai and Aii)</p> <p>B: the acquisition and development of skills and techniques used to realize the student's artistic intention (Bi).</p>



							of artistic ideas	
Building a Character Profile using a Visual Stimuli	Aesthetics	Setting, Theme	Interpretation	Drama can still be effective in communicating Personal and cultural expression without the use of production elements or a script.	Self-management, Research	Students will research immigration stories and devise an original piece of theatre based on historical facts. These stories can be shared with I&S students in Grade 6.	Assessment 1- Research project over immigration stories using Shaun Tan's <i>The Arrival</i> will be used as a stimulus, detailing the process of creating a live theatre piece with an artistic intention. Assessment 2- Solo theatre performance based on an immigrants story from Shaun Tan's <i>The Arrival</i> . Students will reflect in their process journals for Criteria D.	C: detailed explanation of the intended outcome (the artistic intention, which should be feasible, clear and imaginative) and its connection with the statement of inquiry (Ci) exploration of ideas to realize the student's artistic intention (Ciii) D: A commentary in the Process Journal that includes: evidence of the student's ability to construct meaning and transfer learning into their artwork a critique of the student's own artwork, including its ability to convey the ideas of nature they intended.
MYP ePortfolio- Unit provided in October by IB	TBD	TBD	TBD	Thinking Research Self-management Research Communication	TBD	TBD	TBD - students can take action based on the new unit of inquiry and lines of inquiry	"Introduction Task 1 – Presentation (Criteria A and D) An individual research presentation in their chosen art discipline using



							<p>set by the IBO</p> <p>concepts and subject-specific terminology of: art inspired by nature, including research about the artist and the context at the point of creation the critical analysis of one or two artworks.</p> <p>Task 2 – Development (Criteria B and C) A selection of process journal extracts to show: the development of the student’s artistic intention the exploration of artistic ideas a minimum of three examples of skills and techniques acquired and developed to show the progression of work.</p> <p>Task 3 – Outcome (Criterion B) The student’s artwork performed or presented. The created and/or performed artwork as detailed in the artistic intention.</p> <p>Task 4 – Commentary (Criterion D) A commentary that includes: evidence of the student’s ability to construct meaning and transfer learning into their artwork a critique of the student’s own</p>
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								<p>artwork, including how it was created, taking inspiration from nature.</p> <p>UNIT RESOURCES INCLUDING EDUCATION TECHNOLOGY, AND INNOVATION</p> <p>"</p>
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Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.



DWIGHT SCHOOL
DUBAI