

MYP Drama – Grade 9

| Topic/Unit Title                 | Key Concept               | Related Concept        | Global Context/Exploration       | ATL skills   | Lines/Statement of Inquiry | Service as action   | Summative assessment  | Assessment Objectives  |
|----------------------------------|---------------------------|------------------------|----------------------------------|--|----------------------------|---|---|--|
| Mime                             | Creativity, Communication | Self-expression        | Personal and Cultural Expression | Communication to an audience can be done through abstract and non-verbal artistry. | Communication, Social      | Students will devise and perform an abstract mime around a relevant topic to students in Grade 4. They will be given the opportunity to invite the Grade 4 students to watch their performance. | <p>Assessment 1: Written research poster, leaflet, or information card over a literal or abstract Mime artist of the student's choice. As part of the assessment, the student will also lead a workshop over that artist's style and technique. (A, B, D)</p> <p>Assessment 2: A solo mime performance using the elements and techniques reviewed in class. (C)</p> | <p>A: I. demonstrate awareness of the art form studied, including the use of appropriate language<br/>                     ii. demonstrate awareness of the relationship between the art form and its context<br/>                     iii. demonstrate awareness of the links between the knowledge acquired and artwork created<br/>                     B: I. demonstrate the acquisition and development of the skills and techniques of the art form studied<br/>                     ii. demonstrate the application of skills and techniques to create, perform and/or present art.<br/>                     C. I. identify an artistic intention<br/>                     ii. identify alternatives and perspectives<br/>                     iii. demonstrate the exploration of ideas.<br/>                     D. I. identify connections between art forms, art and context, or art and prior learning<br/>                     ii. recognize that the world contains inspiration or influence for art<br/>                     iii. evaluate certain elements or principles of artwork.</p> |
| Theatre Practitioner: Konstantin | Communication             | Self-expression, style | Personal and Cultural Expression | Theatre has many purposes and uses.  | Research, Thinking         | Write and rehearse a monologue to   | A, C  |  |



|  |                           |                |                                  |  |                           |  |            |
|--|---------------------------|----------------|----------------------------------|--|---------------------------|--|------------|
| Stansislavski  |                           |                |                                  |  |                           | perform for Grade 9 peers.   |            |
| Script Explorations: Charlie and the Chocolate Factory | Creativity, Communication | Theme, setting | Personal and Cultural Expression | Social media has the potential for global influence and can be a vehicle for change. | Self-management, Thinking | Set and costume designs to be displayed in the library or Auditorium.      | B, C       |
| Bertolt Brecht's Epic Theatre                          | Communication             | Style, theme   | Personal and Cultural Expression | Theatre can be expressed in an abstract way.   | Research, Thinking        | Documentary theatre piece using Brecht's theory to be performed for peers. | A, D       |
| Physical Theatre (Mock ePortfolio)                     | Creativity, Perspective   | Style          | Personal and Cultural Expression | The process of artistic creation can lead to self-discovery.                         | Communication, Social     | Performance opportunity  | A, B, C, D |

**Please note:** At times areas of the curriculum will change based on the learning needs and interests of the students.

