



Supplement to the
DRAMA 8 TO 10 IRP (1995)

Required Program Model Content for
Drama 10:
Theatre Performance
Theatre Production



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INTRODUCTION

This document is a supplement to the Drama 8 to 10 Integrated Resource Package (IRP) 1995.

BACKGROUND

In 2002-2003, the Ministry of Education conducted a review of provincial graduation requirements. One result of that review was a decision to extend the scope of the Graduation Program from two years to three years. In the Graduation Program (2004), students who enter Grade 10 after June 30, 2004 will earn credits toward graduation in a three-year program, in grades 10, 11, and 12.

In the past, schools did not report grade 10 course grades to the Ministry of Education to be entered on student transcripts and calculated into the graduation credit formula. Integrated Resource Packages (IRPs) for grade 10 subjects in the fine arts and applied skills areas (1995-1998) were developed for delivery as year-long courses, and were designed as “general” courses in the subject to allow schools to design programs to meet the needs of their students.

One of the aims of the new Graduation Program (2004) requirements is to allow grade 10 students to have greater choice and flexibility in selecting courses to meet their education and career goals. To reflect that aim, this document outlines required program model content for two specific grade 10 drama courses that can be offered in addition to the existing general Drama 10 course. This document does not replace the prescribed learning outcomes for grade 10 drama as outlined in the Drama 8 to 10 IRP (1995). Each of the courses outlined here **must address both the prescribed learning outcomes and the required content** specific to the particular program model offered.

GRADUATION PROGRAM REQUIREMENTS

Under the Graduation Program (2004) requirements, all students must complete a minimum of 4 credits in the fine arts and/or the applied skills subject areas from grades 10 to 12.

To satisfy these graduation requirements, students may take one of the following:

- a 4-credit grade 10, 11, or 12 ministry-authorized fine arts course
OR
- a 4-credit grade 10, 11, or 12 ministry-authorized applied skills course
OR
- a 2-credit grade 10, 11, or 12 ministry-authorized fine arts course + a 2-credit grade 10, 11, or 12 ministry-authorized applied skills course

Grade 11 board/authority authorized (BAA) courses in the fine arts or applied skills subject areas only meet the graduation requirements if they address the prescribed learning outcomes of the Fine Arts 11 IRP and/or the Applied Skills 11 IRP. Grades 10 and 12 BAA courses do not meet the fine arts/applied skills graduation requirements.

Schools have the flexibility to deliver programs in these subject areas that meet the needs of their students and communities. However, school boards are required to offer a choice of a fine arts and an applied skills educational program to all students in the 2004 graduation program.

See the appendix to this document for a full list of all ministry-authorized fine arts and applied skills courses for grades 10 to 12.

DRAMA 8 TO 12

The following table lists all of the current ministry-authorized courses for drama from grades 8 to 12.

	<ul style="list-style-type: none"> • Drama 8 	
	<ul style="list-style-type: none"> • Drama 9 	
	<ul style="list-style-type: none"> • Drama 10: General <p>Drama 10 Program Models:</p> <ul style="list-style-type: none"> • Drama 10: Theatre Performance • Drama 10: Theatre Production 	
<ul style="list-style-type: none"> • Drama: Film and Television 11 	<ul style="list-style-type: none"> • Theatre Performance 11: Acting • Theatre Performance 11: Directing and Script Development 	<ul style="list-style-type: none"> • Theatre Production 11
<ul style="list-style-type: none"> • Drama: Film and Television 12 	<ul style="list-style-type: none"> • Theatre Performance 12: Acting • Theatre Performance 12: Directing and Script Development 	<ul style="list-style-type: none"> • Theatre Production 12: Technical Theatre • Theatre Production 12: Theatre Management

Schools are encouraged to provide opportunities for students to take more than one drama course at each grade level. Each course must address all the learning outcomes for its designated grade.

FOR MORE INFORMATION

The following sources contain additional information about courses, graduation program requirements, and other relevant policy.

Integrated Resource Packages (IRPs)

IRP documents contain the prescribed learning outcomes for each subject and grade, as well as suggested instruction and assessment approaches for delivering the learning outcomes within a range of course structures. Full text of all IRPs is available at <http://www.bced.gov.bc.ca/irp/irp.htm>

Handbook of Procedures

For information on additional methods of achieving the fine arts Graduation Program requirements, please refer to the Ministry of Education's *Handbook of Procedures*.
<http://www.bced.gov.bc.ca/exams/handbook/handbook.htm>

Fine Arts and Applied Skills Policy

Policy Document: Fine Arts and Applied Skills Requirements in the Graduation Program
http://www.bced.gov.bc.ca/policy/policies/fine_arts_and_applied.htm

Fine Arts and/or Applied Skills Requirement—2004 Graduation Program
http://www.bced.gov.bc.ca/graduation/finearts_qa.pdf

Course Codes

Course codes for ministry-authorized courses are listed in the ministry's *Course Information Book*.
<http://www.bced.gov.bc.ca/graduation/courseinfo/>

PROGRAM MODELS FOR DRAMA 10

The Drama 8 to 10 IRP (1995) is designed to provide flexibility in organizing and implementing curriculum, and to acknowledge the existing programs already in place in BC schools.

In order to recognize the diverse nature of drama program delivery, and to allow for greater student choice and flexibility within the new Graduation Program requirements, the learning outcomes for Drama 10 can be delivered within a number of specific program models (courses), each of which must address distinct required content.

The content in the two Required Program Model Content charts beginning on the next page provides the framework within which the Drama 10 prescribed learning outcomes can be delivered in specific course settings. The approved Drama 10 courses, for which program model information is provided here, are as follows:

- Drama 10: Performance (DRR 10)
- Drama 10: Production (DRD 10)

In addition to the courses outlined here, schools can continue to offer Drama 10: General (DRG 10), which corresponds to the curriculum as originally written in the Drama 8 to 10 IRP (1995).

In each of the new Drama 10 courses, teachers provide opportunities for students to achieve the prescribed learning outcomes for Drama 10 while focussing on either the performance or the production of drama. Teachers need to design their courses and select repertoire to address both the prescribed learning outcomes and the required content specific to the particular course.

The Required Program Model Content charts on the following pages outline this content in relation to:

- technique—performance or production skills
- performance applications—skills and attitudes appropriate to a variety of theatre performance or production contexts
- theory—theory and contexts of theatre.

These three categories are not designed to replace or supersede the curriculum organizers for Drama 10. Rather, they have been used to provide an alternate way of looking at course requirements and to highlight the commonalities that exist among the various fine arts subjects.

If students are taking more than one Drama 10 course, they must satisfy the learning outcomes in relation to the content for each course for which they are receiving credit—for example, a student must satisfy the program model content for both Theatre Performance (DRR 10) and Theatre Production (DRD 10) in order to receive credit for both courses).

Required Program Model Content Drama 10: Theatre Performance (DRR 10)

Theatre Performance 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Drama 10.

<p>Technique: development of performance techniques as specific to acting, directing, and script development</p>	<ul style="list-style-type: none"> • application of creative process: <ul style="list-style-type: none"> – identification of the steps of the creative process (exploration, selection, combination, refinement, and reflection) – understanding the difference between process and product – applying reflection to current and next projects • external characterization techniques, with an emphasis on: <ul style="list-style-type: none"> – leads – mimic gestures – imitation of others' body movements – characterization from source(s) – objectives and obstacles – exploring subtext (e.g., through games) • developing vocal technique, with an emphasis on: <ul style="list-style-type: none"> – voice elements (e.g., diction, articulation, projection) – vocal improvisation (e.g., creating an environmental soundscape using only voices) – using voice to create mood – using voice to enhance drama/movement projects • beginning blocking techniques (e.g., stillness, movement, choreography, fights, relationship with audience, exits, entrances) • improvisation and scene work: <ul style="list-style-type: none"> – development of concept and theme – development of character – development of idea and story – development from process to product • introduction to directing technique: <ul style="list-style-type: none"> – seeing an activity through the eyes of a director (e.g., one member of a tableau steps out to check for the beginning, duration and end of freeze) – interpretation of another genre (e.g., poetry, photos, mixed media images) • introduction to script development technique: <ul style="list-style-type: none"> – development process (motivation, idea, revision, polish, present, reflect) – methodologies for script development (e.g., improvisation, playbuilding, scene work, interpretation of another work) – adaptation of other media to drama (e.g., poetry, media images, short stories, photos, newspaper clippings, history)
<p>Performance Applications: performance skills and attitudes appropriate to a variety of theatre performance contexts</p>	<ul style="list-style-type: none"> • relationship among storytelling, story teller, and acting • interpersonal skills among group members (e.g., communication skills, problem solving techniques) • presentation skills (e.g., focus, energy, concentration, confidence); awareness of audience • importance of the rehearsal process (e.g., time management, memorization, reflection) • performance ensemble: <ul style="list-style-type: none"> – responsibility to the group – commitment to the work – positive participation • effects of production elements on performance (e.g., lighting—blackouts and fades as cues; sound—responding to musical cues or changes in volume; costume—effects on movement)

<p>Theory: understanding of the theory and contexts of theatre performance</p>	<ul style="list-style-type: none">• awareness of how design elements (e.g., height, depth, weight, colour, texture) affect meaning of the performance• awareness of a variety of dramatic forms in theatre performance (e.g., improvisation, mime, script work, story theatre)• introduction to structural elements of theatre performance, including:<ul style="list-style-type: none">– motivational elements (e.g., want, objective, obstacle, resolution)– conceptual elements (e.g., symbols, metaphor, central image, style, theme, point of view, subtext)• understanding of various processes for developing theatre works (e.g., scriptwriting, play-building, improvisation)• introduction to forms (e.g., one-act play, musical theatre, street theatre) and styles (e.g., commedia dell'arte, Greek tragedy, farce, comedy of manners)• introduction to stage terminology and theatre vocabulary
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Required Program Model Content Drama 10: Theatre Production (DRD 10)

Theatre Production 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Drama 10.

<p>Technique: development of techniques as specific to theatre production (including both theatre management and technical theatre)</p>	<p>Management Skills and Techniques</p> <ul style="list-style-type: none"> • Production Management <ul style="list-style-type: none"> – setting a calendar (e.g., from concept of production, rehearsals, to presentation) – designing, producing, and distributing advertising materials (e.g., for a poster: research of relevant examples, design based on production concept, revise based on feedback, print/reproduce poster, distribute throughout school and/or community) – design and production of a simple programme—research of relevant examples, discussion of necessary components of a programme, selection of items for own programme; design, layout, and production • Stage Manager <ul style="list-style-type: none"> – keeping a prompt book (e.g., showing development of a playbuilt piece or improvisational piece) – running a rehearsal (e.g., a final rehearsal checking the blocking and cues) – running cues • House Manager <ul style="list-style-type: none"> – assisting with seating arrangement and ushers – distribution of programmes – responsibility for display board (e.g., photos, drawings, or collages of performing groups) – knowledge of safety requirements • Technical Director <ul style="list-style-type: none"> – schedule of technical rehearsal – introduction to use of sets, sound, costumes, props, lighting <p>Technical Skills</p> <ul style="list-style-type: none"> • Costumes <ul style="list-style-type: none"> – costuming to support characterization (e.g., why a costume might be important, value of respect for a costume, exploring options) – creation of a costume morgue (e.g., for a character of a modern play, using magazines for cut out pictures) – design (through drawing, pictures, or swatches) a costume for a character from a short scene • Props <ul style="list-style-type: none"> – identify props needed for a short theatre work – construction of simple props – proper use and care of props • Sound <ul style="list-style-type: none"> – how to use sound effects or music to support a theatre work – use and care of discs or tapes – use of, care of, and placement of sound equipment – creation of sound cue sheets and the usage of cue sheets • Lighting <ul style="list-style-type: none"> – use and placement of lighting equipment – simple lighting of a theatre work – creation of a light cue sheet – using a light cue sheet – safety in the use of electricity
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	<ul style="list-style-type: none"> • Set Design and Construction <ul style="list-style-type: none"> – techniques for constructing simple set pieces – use of colour (e.g., to set mood, to identify character) – placement of furniture in relationship to the actors and the audience – difference between a simple set and a cluttered set – understanding of different stage configurations (e.g., alley, thrust, arena, in-the-round) – simple drawing of a set—both downward look and inward look
<p>Performance Applications: skills and attitudes appropriate to production of theatre in a variety of contexts</p>	<ul style="list-style-type: none"> • introduction to the concept of pre-production, production, and postproduction, and to commitment to a presentation (e.g., following an idea through to the final rehearsals and presentation of the project; reflection process) • interpersonal skills (e.g., leadership, teamwork, communication, responsibility, empathy, discussion, active listening) • networking within the classroom and the school community (e.g., working with visual arts department, music department, technical education department, business education department, librarian) • procuring materials and equipment (e.g., booking, proper use of, and returning audio equipment; organizing and returning CDs; printing of a programme) • awareness of audience perspective • introduction to the development and use of simple organizational techniques (e.g., development and use of simple cue sheets) • safe and appropriate use of materials and equipment
<p>Theory: understanding of the theory and contexts of theatre production</p>	<ul style="list-style-type: none"> • introduction to stage terminology: <ul style="list-style-type: none"> – stage directions (e.g., stage right, upstage, centre back) – terminology related to the structural aspects of a theatre (e.g., proscenium arch, wings, apron, fly loft) – different types of stage usage (e.g., thrust, arena, alley, proscenium, in the round) • roles and responsibilities of people in a theatre production; chain of command • introduction to cultural and historical contexts of stagecraft, design, and theatre management

Appendix:

Ministry-Authorized Fine Arts and Applied Skills Courses

The following tables list all of the ministry-authorized fine arts and applied skills courses for grades 10-12, as described in IRPs, 1995-2004 (available online at <http://www.bced.gov.bc.ca/irp/irp.htm>).

FINE ARTS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Fine Arts 11 (2 credits) 	
<ul style="list-style-type: none"> • Dance 10: General • Dance 10: Dance Performance • Dance 10: Dance Choreography 	<ul style="list-style-type: none"> • Dance: Choreography 11 • Dance: Performance 11 	<ul style="list-style-type: none"> • Dance: Choreography 12 • Dance: Performance 12
<ul style="list-style-type: none"> • Drama 10: General • Drama 10: Theatre Performance • Drama 10: Theatre Production 	<ul style="list-style-type: none"> • Drama: Film and Television 11 • Theatre Performance 11: Acting • Theatre Performance 11: Directing and Script Development • Theatre Production 11 	<ul style="list-style-type: none"> • Drama: Film and Television 12 • Theatre Performance 12: Acting • Theatre Performance 12: Directing and Script Development • Theatre Production 12: Technical Theatre • Theatre Production 12: Theatre Management
<ul style="list-style-type: none"> • Music 10: General • Music 10: Concert Choir • Music 10: Vocal Jazz • Music 10: Concert Band • Music 10: Jazz Band • Music 10: Orchestral Strings • Music 10: Guitar 	<ul style="list-style-type: none"> • Choral Music 11: Concert Choir • Choral Music 11: Vocal Jazz • Instrumental Music 11: Concert Band • Instrumental Music 11: Jazz Band • Instrumental Music 11: Orchestral Strings • Instrumental Music 11: Guitar • Music: Composition and Technology 11 	<ul style="list-style-type: none"> • Choral Music 12: Concert Choir • Choral Music 12: Vocal Jazz • Instrumental Music 12: Concert Band • Instrumental Music 12: Jazz Band • Instrumental Music 12: Orchestral Strings • Instrumental Music 12: Guitar • Music: Composition and Technology 12
<ul style="list-style-type: none"> • Visual Arts 10: General • Visual Arts 10: Ceramics and Sculpture • Visual Arts 10: Drawing and Painting • Visual Arts 10: Media Arts 10 	<ul style="list-style-type: none"> • Art Foundations 11 • Studio Arts 11: Ceramics and Sculpture • Studio Arts 11: Drawing and Painting • Studio Arts 11: Fabric and Fibre • Studio Arts 11: Printmaking and Graphic Design • Visual Arts: Media Arts 11 	<ul style="list-style-type: none"> • Art Foundations 12 • Studio Arts 12: Ceramics and Sculpture • Studio Arts 12: Drawing and Painting • Studio Arts 12: Fabric and Fibre • Studio Arts 12: Printmaking and Graphic Design • Visual Arts: Media Arts 12

APPLIED SKILLS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Applied Skills 11 (2 credits) 	
<ul style="list-style-type: none"> • Business Education 10: General • Business Education 10: Communication • Business Education 10: Entrepreneurship • Business Education 10: Finance and Economics • Business Education 10: Marketing 	<ul style="list-style-type: none"> • Accounting 11 • Business Computer Applications 11 • Marketing 11 	<ul style="list-style-type: none"> • Accounting 12 • Business Information Management 12 • Data Management 12 • Economics 12 • Entrepreneurship 12 • Financial Accounting 12 • Management Innovation 12 • Marketing 12
<ul style="list-style-type: none"> • Home Economics 10: General • Home Economics 10: Foods • Home Economics 10: Textiles • Home Economics 10: Family Studies 	<ul style="list-style-type: none"> • Cafeteria Training 11 • Family Studies 11 • Food Studies 11 • Textile Studies 11 	<ul style="list-style-type: none"> • Cafeteria Training 12 • Family Studies 12 • Food Studies 11 • Textile Studies 12
<ul style="list-style-type: none"> • Information Technology 10 	<ul style="list-style-type: none"> • Information and Communications Technology: Applied Digital Communications 11 • Information and Communications Technology: Computer Information Systems 11 • Information and Communications Technology: Computer Programming 11 • Information and Communications Technology: Digital Media Development 11 	<ul style="list-style-type: none"> • Information and Communications Technology: Applied Digital Communications 12 • Information and Communications Technology: Computer Information Systems 12 • Information and Communications Technology: Computer Programming 12 • Information and Communications Technology: Digital Media Development 12
<ul style="list-style-type: none"> • Technology Education 10: General • Technology Education 10: Drafting and Design • Technology Education 10: Electronics • Technology Education 10: Mechanics • Technology Education 10: Metalwork • Technology Education 10: Woodwork 	<ul style="list-style-type: none"> • Automotive Technology 11 • Carpentry and Joinery 11 • Drafting and Design 11 • Electronics 11 • Metal Fabrication and Machining 11 	<ul style="list-style-type: none"> • Automotive Technology 12 • Automotive Technology 12: Automotive Electricity and Electronics • Automotive Technology 12: Body Repair and Finish • Automotive Technology 12: Engine and Drive Train • Carpentry and Joinery 12 • Carpentry and Joinery 12: Cabinet Construction • Carpentry and Joinery 12: CNC Wood Processes • Carpentry and Joinery 12: Residential Construction • Carpentry and Joinery 12: Woodcraft Products • Drafting and Design 12 • Drafting and Design 12: Advanced Design • Drafting and Design 12: Architecture and Habitat Design

Grade 10	Grade 11	Grade 12
		<ul style="list-style-type: none"> • Drafting and Design 12: Engineering and Mechanical Drafting • Drafting and Design 12: Technical Visualization • Electronics 12 • Electronics 12: Analog Systems • Electronics 12: Digital Systems • Electronics 12: Robotics • Metal Fabrication and Machining 12: Advanced Fabrication • Metal Fabrication and Machining 12: Advanced Machining • Metal Fabrication and Machining 12: Advanced Welding • Metal Fabrication and Machining 12: Art Metal and Jewellery • Metal Fabrication and Machining 12: CNC Processes • Metal Fabrication and Machining 12: Forging and Foundry • Metal Fabrication and Machining 12: Sheet Metal

