

THEATRE MYP 5 COURSE OVERVIEW 2024. /25.

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Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
<p>Unit 1 September - Decembre 2024 Comedy on film and on the theatre stage</p>	<p>Identity</p>	<p>Expression Interpretation</p>	<p>Personal and Cultural expression</p>	<p>Comedy on film and on the theatre stage is an excellent way to express the specific human features which are part of individual identity</p>	<p>A i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology A ii. demonstrate understanding of the role of the art form in original or displaced contexts A iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B i. demonstrate the acquisition and development of the skills and techniques of the art form studied B ii. demonstrate the application of skills and techniques to create, perform and/or present art C i. develop a feasible, clear, imaginative and coherent artistic intention C ii. demonstrate a range and depth of creative-thinking behaviours C iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. D i. construct meaning and transfer learning to new settings</p>	<p>Communication Read critically and for comprehension 1.11 Write for different purposes 1.15 Social Delegate and share responsibility for decision making 2.1.3 Self-management Create plans to prepare for summative assessments 3.1.2 Research <i>Information literacy skills</i> The students will collect, and verify data and make connections between various sources of information. <i>Media literacy skills</i> The students will compare and contrast among media resources. Thinking <i>Transfer skills</i> The students will inquire in different contexts to gain a different perspective.</p>	<p>Knowledge Basic terms and facts from history of film What is the role and impact of silent movie Influence of Charlie Chaplin Stereotypes in film and literature How to use the stereotypes to produce comic effects What is origin, etymology, genre, history and purpose of comedy Characteristic, meaning and perception of comedy over time How to evaluate comedy Critical appreciation of comedy</p> <p>Topic Charlie Chaplin: The Modern Times Plautus : Aulularia Moliere : Tartuffe Marin Držić: Skup Aristophanes: The Birds – exploration and comparing of different playwrights The students will gain an overview over European dramatic heritage</p> <p>Skills How to produce a comic effect How to use a comic effect to provoke thinking, discussion and to have an impact on individuals and society</p>

					<p>D ii. create an artistic response that intends to reflect or impact on the world around them</p> <p>D iii.critique the artwork of self and others.</p>		
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<p style="text-align: center;">Unit 2 January - March 2025 Changes in the world, changes in the theatre</p>	Change	Genre Innovation Audience	Personal and Cultural Expression	The changes in the history cause the changes in the theatre and bring innovation of genres which reflect and express the changed beliefs and values of the audience.	<p>A i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>A ii. demonstrate understanding of the role of the art form in original or displaced contexts</p> <p>A iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>B i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>B ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>C ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>C iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>D i. construct meaning and transfer learning to new settings</p> <p>D ii. create an artistic response that intends to reflect or impact on the world around them.</p>	<p>Research Information literacy: The students will collect record and verify data and access information to be informed and inform other. They will present information in variety of formats.</p> <p>Communication Communication skills: The students will negotiate and exchange ideas with peers in order to create an artwork.</p> <p>Thinking Critical thinking: The students will practise observing carefully in order to recognise and solve the problem. The students will draw reasonable conclusions and generalisation. Creative thinking: The students will create novel solutions to complex problems.</p>	<p>Knowledge Key terms from history of literature Poetics, Aristotle, Mimesis Ancient Greek culture, Dionysius, Sophocles Genres and their audience Origin of tragedy and comedy First definitions and symbols The role of Chorus The role of specific genre in historical context</p> <p>Topic Ancient Greek Society Aristotle: Poetics Antigone Middle Age Society Turning points in history of middle age Morality plays Mystery plays Liturgical drama</p> <p>Skills How to use a genre for a different purpose Creative writing Influence of genre for understanding a purpose or main idea The connection between genres and conveying ideas and expressing attitudes and values Practicing how to understand a genre correctly Exploring the impact of genres to audience</p>

<p style="text-align: center;"> Unit 3 April - June 2025 Improv to improve </p>	<p style="text-align: center;"> Communication </p>	<p style="text-align: center;"> Structure Presentation </p>	<p style="text-align: center;"> Identities and relationships </p>	<p> There are many uninspected and unrehearsed situations in everyday life, but there are also many structures and presentation modes which are useful to establish successful communication, to build relationships and to express own identity </p>	<p> B i. demonstrate the acquisition and development of the skills and techniques of the art form studied B ii. demonstrate the application of skills and techniques to create, perform and/or present art C i. develop a feasible, clear, imaginative and coherent artistic intention C ii. demonstrate a range and depth of creative-thinking behaviours C iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. D iii. critique the artwork of self and others. </p>	<p> Communication Communication skills: The students will give meaningful feedback and reaction. Social skills Collaboration skills: The students will listen actively to other perspectives and ideas, they will exercise leadership and take on a variety of roles within groups. The students will help others to succeed. Self-management Affective skills: The students will practice dealing with change and positive thinking and practice strategies to overcome distractions. The students will practice focus and concentration. Thinking skills Critical thinking skills: The students will evaluate and manage risk. </p>	<p> Knowledge Basic rules and structures of improvisation (Yes and, no blocking, establishing the space and time, taking the scene further) Successful improvisation The art of improvisation Improvisational techniques How to apply improvisation in different area of life Difference between rules and structure Topic Shows “Thanks God you are here” “Whose lines is it anyway?” Skills Quick thinking skills and how to stop over-thinking Quick reacting skills, accepting offers Speaking on the spot Taking another reaction - into – account skills Considering the possible outcomes The developed skills of concentration, trust and focus will find their full application Practicing sense of freedom Acting by unscripted situations Use and benefits of improvisation in everyday life Improvisational approach to life- pro and contra </p>
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