



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# **DRAMA**

**K-12 LEARNING OUTCOMES & BENCHMARKS**



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### **Explanation of terms:**

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

**Learning Outcomes:** the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to .....

**Benchmarks:** specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by .....

***It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.***

## Learning Outcomes and Benchmarks

**Subject: DRAMA**

**Strand: CREATING**

Grade / Phase	Learning Outcome Students will be able to...	Benchmarks
12	<ul style="list-style-type: none"> <li>· Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture</li> <li>· Demonstrate an understanding of production elements and theatre practices</li> <li>· Evaluate critically a range of diverse performances</li> <li>· Engage practically in creating and presenting performances, which will include a basic level of technical proficiency</li> <li>· Reflect on their own development in theatre through continual self-evaluation and recording</li> <li>· Acquire appropriate research skills and apply them</li> <li>· Demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively</li> <li>· Demonstrate initiative and perseverance in both individual and group projects.</li> </ul> <p>In addition, students at HL will be expected to:</p> <ul style="list-style-type: none"> <li>· Evaluate the relevance of selected research sources to personal practice</li> <li>· Demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators.</li> </ul>	<p>Creating a 2500 word portfolio detailing the process of creating an original piece of work on a specific aspect of theatre with exploration of theoretical, social, political and/or cultural influences. For example: devising and performing a one-person show.</p> <p>Undertaking personal dramaturgical research into an unfamiliar theatrical practice for the production of a play or theatre piece.</p> <p>Selecting a specific aspect of a play or theatre piece from the chosen theatrical practice to research, and then formulating a research question to answer.</p> <p>Collecting, editing and presenting their research, contributing to a realization of the play/theatre piece from the chosen theatrical practice.</p> <p>Adopting a directorial perspective and writing a rationale outline and detailed description of a proposal for staging a performance.</p> <p>Giving an oral presentation on their involvement in the performance and production aspects of all areas of the core syllabus.</p>

<p>11</p>	<ul style="list-style-type: none"> <li>· Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture</li> <li>· Demonstrate an understanding of production elements and theatre practices</li> <li>· Evaluate critically a range of diverse performances</li> <li>· Engage practically in creating and presenting performances, which will include a basic level of technical proficiency</li> <li>· Reflect on their own development in theatre through continual self-evaluation and recording</li> <li>· Acquire appropriate research skills and apply them</li> <li>· Demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively</li> <li>· Demonstrate initiative and perseverance in both individual and group projects.</li> </ul> <p>In addition, students at HL will be expected to:</p> <ul style="list-style-type: none"> <li>· Evaluate the relevance of selected research sources to personal practice</li> <li>· Demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators.</li> </ul>	<p>Recording their experiences, skills, knowledge and response to feedback in a reflective Journal.</p> <p>Researching and writing a formal academic essay on a specific Theatre tradition, demonstrating understanding of its component parts and how they work together to create a whole.</p>
<p>10</p>	<ul style="list-style-type: none"> <li>· Develop a clear, feasible and imaginative artistic intention by developing a monologue to a point of realization, expressing and communicating their artistic intentions.</li> <li>· Apply skills, techniques and processes to create an original monologue. Demonstrate a range and depth of creative thinking behaviors in this process.</li> </ul>	<p>Writing and performing a 5 minute solo monologue created in response to a work of art.</p> <p>Applying two elements of Stanislavski’s Truth On Stage methodology when creating, rehearsing and performing their monologue.</p> <p>Devising, performing and facilitating a one hour “forum theatre” piece and dialogue session with a public audience, showing an</p>

	<ul style="list-style-type: none"> <li>· Be receptive to theatre practices and plays from various cultures, including their own.</li> <li>· Develop a scene from A Raisin in the Sun/another dramatic text to a point of realization, expressing and communicating their artistic intentions.</li> <li>· Apply skills, techniques and processes to perform a scene from A Raisin in the Sun/another dramatic text.</li> </ul>	<p>insightful and nuanced understanding of the relationship between performer and audience.</p> <p>Devising and performing a 10 minute forum theatre piece, showing an introductory understanding of Boal's Theatre of the Oppressed methodology and a nuanced understanding and application of the essentials of Drama, including physical and vocal expression, movement, and narrative.</p> <p>Producing and performing selected scenes from the play A Raisin in the Sun/another dramatic text, showing an insightful understanding and application of character development and emotional range and context on stage.</p>
9	<ul style="list-style-type: none"> <li>· Communicate a critical understanding of cultural stories studied in the context of theatre performance.</li> <li>· Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions.</li> <li>· Develop a personal interpretation of a story to be told in an unconventional space to a point of realization, expressing and communicating their artistic intentions.</li> <li>· Be receptive to theatre practices and plays from various cultures, including their own.</li> <li>· Apply skills, techniques and processes to create and/or present art.</li> <li>· Communicate a critical understanding of cultural stories studied in the context of mask work.</li> <li>· Apply skills, techniques and processes to create and/or present art.</li> <li>· Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions.</li> </ul>	<p>Interpreting and performing a cultural story (folktale/legend) that shows an advanced understanding of the relationship between performer and audience.</p> <p>Devising and performing a series of site-specific pieces in various non-traditional locations, showing an innovative understanding and application of the essentials of Drama, including movement, physical and vocal expression and narrative.</p> <p>Performing scenes from a Singapore-based dramatic text, showing an insightful understanding and application of the essentials of Drama, including character development and emotional range and context.</p> <p>Designing and creating their own personal mask that shows an innovative understanding and application of aesthetic choices and how they relate to character development.</p> <p>Devising and performing a 3 minute monologue using their personal mask showing an introductory understanding and application of one element of Stanislavski's Truth on Stage methodology.</p>

<p>8</p>	<ul style="list-style-type: none"> <li>· Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions</li> <li>· Apply skills, techniques and processes to create and/or present art</li> </ul>	<p>Developing two 15 minute performances that are both collaborative and individual based on the following stimuli:</p> <ul style="list-style-type: none"> <li>· Romeo and Juliet’s balcony scene performed in the student’s mother tongue.</li> <li>· World War I related texts (letters and poems)</li> </ul> <p>Writing and performing a 3-5 minute original monologue based on their personal experiences as a teenager.</p> <p>Creating a performance piece showing an intermediate understanding and application of the essentials of Drama: vocal expression, staging, movement, physical expression and narrative.</p> <p>Creating a performance piece showing an intermediate understanding and application of the relationship between performer and audience.</p> <p>Creating a performance piece that shows a developing understanding and application of emotional range and context on stage.</p>
<p>7</p>	<ul style="list-style-type: none"> <li>· Demonstrate the acquisition and development of the skills and techniques of Drama</li> <li>· Identify an artistic intention</li> <li>· Identify alternatives and perspectives</li> <li>· Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions</li> <li>· Apply skills, techniques and processes to create and/or present art</li> </ul>	<p>Developing two 10 minute sustained performance that are both collaborative and individual based on the following stimuli:</p> <ul style="list-style-type: none"> <li>· Script Interpretation of a Monologue written for teen performers</li> <li>· Scenes from recent popular musicals such as Hairspray and Billy Elliot</li> </ul> <p>Creating a performance piece showing a developing understanding and application of the essentials of Drama: vocal expression, staging, movement, physical expression and narrative.</p> <p>Creating a performance piece showing a developing understanding and application of the relationship between performers and audience.</p> <p>Creating a performance showing an introductory understanding and application of emotional range and context on stage.</p>

<p>6</p>	<ul style="list-style-type: none"> <li>· Demonstrate the acquisition and development of the skills and techniques of Drama</li> <li>· Identify an artistic intention</li> <li>· Identify alternatives and perspectives</li> <li>· Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions</li> </ul>	<p>Developing two 5 minute sustained performances that are both collaborative and individual based on the following stimuli: Charlie and the Chocolate Factory or a similar text for young readers. Themes related to traditional cultural stories. Performance techniques using mime or puppets.</p> <p>Creating a performance piece showing an introductory understanding and application of the essentials of Drama: vocal expression, staging, movement, physical expression and narrative.</p> <p>Creating a performance piece showing an introductory understanding and application of the relationship between performers and audience.</p>
<p>5 (PYP Phase 4)</p>	<ul style="list-style-type: none"> <li>· Manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts</li> <li>· Work to develop each other’s ideas during the creative process</li> <li>· Create and perform a sequential drama that</li> <li>· Explores a particular issue by experimenting with different dramatic forms</li> <li>· Consider the skills and techniques used by a range of drama practitioners in the performing arts</li> <li>· Show an awareness of audience and adapt</li> <li>· Performances accordingly</li> <li>· Consider the advice and feedback of others as an essential part of the creative process</li> <li>· Explore writing for performance.</li> </ul>	<p>Writing an original scene or monologue OR staging a scene or extract from a scripted play written for young performers</p> <p>Demonstrating collaborative skills in the process of devising original scenes</p> <p>Developing and demonstrating an understanding of the creative process that involves research, brainstorming, sharing ideas and evaluating performance by choosing a topic to explore and perform to an audience of peers and community</p>

<p>4 (PYP Phase 3)</p>	<ul style="list-style-type: none"> <li>· Create a devised or scripted performance for a particular audience or purpose</li> <li>· Make artistic choices about role, situation and context</li> <li>· Identify how cultural connections can be made with different types of drama</li> <li>· Identify and develop the personal and related skills encountered through the drama experience</li> <li>· Find appropriate ways to communicate specific</li> <li>· Meaning using dramatic action</li> <li>· Express their unique values, beliefs and interests through a dramatic form</li> <li>· Interpret written dialogues or scenarios.</li> </ul>	<p>Reflecting (in oral or written form) on how engagement with the dramatic and collaborative process has allowed them to grow as learners</p> <p>Staging an original scene using a non-verbal dramatic form (mime/tableau) in response to a story or novel</p> <p>Staging a scene or extract from a play written for young performers</p>
<p>3 (PYP Phase 3)</p>	<ul style="list-style-type: none"> <li>· Create a devised or scripted performance for a particular audience or purpose</li> <li>· Make artistic choices about role, situation and context</li> <li>· Identify how cultural connections can be made with different types of drama</li> <li>· Identify and develop the personal and related skills encountered through the drama experience</li> <li>· Find appropriate ways to communicate specific meaning using dramatic action</li> <li>· Express their unique values, beliefs and interests through a dramatic form interpret written dialogues or scenarios.</li> </ul>	<p>Demonstrating dramatic storytelling by engaging with forms of theatre from global cultures (Chinese opera / mask work / wayang kulit shadow puppets / puppetry)</p>



<p>2</p>	<ul style="list-style-type: none"> <li>· Share drama with different audiences by participating, listening and watching</li> <li>· Identify with characters through role-play development</li> <li>· Use performance as a problem-solving tool</li> <li>· Work cooperatively towards a common goal, taking an active part in a creative experience</li> <li>· Make use of simple performance conventions to share ideas</li> <li>· Consider and maintain appropriate behaviours in drama, as an audience member or as a performer</li> <li>· Value and develop imaginary roles or situations.</li> </ul>	<p>Demonstrating dramatic techniques and performance conventions to share their learning at assemblies and special events throughout the year</p>
<p>1 (PYP Phase 2)</p>	<ul style="list-style-type: none"> <li>· Share drama with different audiences by participating, listening and watching</li> <li>· Identify with characters through role-play development</li> <li>· Use performance as a problem-solving tool</li> <li>· Work cooperatively towards a common goal, taking an active part in a creative experience</li> <li>· Make use of simple performance conventions to share ideas</li> <li>· Consider and maintain appropriate behaviours in drama, as an audience member or as a performer</li> <li>· Value and develop imaginary roles or situations.</li> </ul>	<p>Demonstrating dramatic techniques and performance conventions to share their learning at assemblies and special events throughout the year</p>

<p>K2</p> <p>(PYP Phase 1)</p>	<ul style="list-style-type: none"> <li>· Engage in imaginative play using a range of stimuli</li> <li>· Develop the ability to cooperate and communicate with others in creating drama</li> <li>· Explore basic bodily movements and the use of space</li> <li>· Explore familiar roles, themes and stories dramatically</li> <li>· Create roles in response to props, set and costumes</li> <li>· Work individually or in groups with confidence</li> </ul>	<p>Creating props and environments out of resources to support learning through play</p> <p>Creating stories that use dramatic techniques and performance conventions and sharing these with a range of audiences and contexts</p>
<p>K1</p> <p>(PYP Phase 1)</p>	<ul style="list-style-type: none"> <li>· Engage in imaginative play using a range of stimuli</li> <li>· Develop the ability to cooperate and communicate with others in creating drama</li> <li>· Explore basic bodily movements and the use of space</li> <li>· Explore familiar roles, themes and stories dramatically</li> <li>· Create roles in response to props, set and costumes</li> <li>·</li> <li>· Work individually or in groups with confidence</li> </ul>	<p>Creating props and environments out of resources to support learning through play</p> <p>Creating stories that use dramatic techniques and performance conventions and sharing these with a range of audiences and contexts</p>

## Learning Outcomes and Benchmarks

Subject : DRAMA

Strand : Responding

<b>Grade/ Phase</b>	<b>Learning Outcomes</b> <i>Students will be able to...</i>	<b>Benchmarks</b> <i>Evidence will be shown by...</i>
12	<ul style="list-style-type: none"> <li>· Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture</li> <li>· Demonstrate an understanding of production elements and theatre practices</li> <li>· Evaluate critically a range of diverse performances</li> <li>· Engage practically in creating and presenting performances, which will include a basic level of               <ul style="list-style-type: none"> <li>· Technical proficiency</li> </ul> </li> <li>· Reflect on their own development in theatre through continual self-evaluation and recording</li> <li>· Acquire appropriate research skills and apply them</li> <li>· Demonstrate an ability to interpret playtexts and other types of performance texts analytically and               <ul style="list-style-type: none"> <li>· imaginatively</li> </ul> </li> <li>· Demonstrate initiative and perseverance in both individual and group projects.</li> <li>· In addition, students at HL will be expected to:               <ul style="list-style-type: none"> <li>· Evaluate the relevance of selected research sources to personal practice</li> <li>· Demonstrate an understanding of the complex processes of performance, from its initial conception                   <ul style="list-style-type: none"> <li>· To the impact the final result leaves on spectators.</li> </ul> </li> </ul> </li> </ul>	<p>Creating a 2500 word portfolio detailing the process of creating an original piece of work on a specific aspect of theatre.</p> <p>Undertaking personal dramaturgical research into an unfamiliar theatrical practice for the production of a play or theatre piece.</p> <p>Adopting a directorial perspective and writing a rationale, outline and detailed description of a proposal for staging a performance.</p> <p>Delivering an oral presentation on their involvement in the performance and production aspects of all areas of the core syllabus.</p>

11	<ul style="list-style-type: none"> <li>· Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture</li> <li>· Demonstrate an understanding of production elements and theatre practices</li> <li>· Evaluate critically a range of diverse performances</li> <li>· Engage practically in creating and presenting performances, which will include a basic level of</li> <li>· Technical proficiency</li> <li>· Reflect on their own development in theatre through continual self-evaluation and recording</li> <li>· Acquire appropriate research skills and apply them</li> <li>· Demonstrate an ability to interpret playtexts and other types of performance texts analytically and imaginatively</li> <li>· Demonstrate initiative and perseverance in both individual and group projects.</li> </ul> <p>In addition, students at HL will be expected to:</p> <ul style="list-style-type: none"> <li>· Evaluate the relevance of selected research sources to personal practice</li> <li>· Demonstrate an understanding of the complex processes of performance, from its initial conception</li> <li>· To the impact the final result leaves on spectators.</li> </ul>	<p>Reflectively and critically responding to the work of others in their Theatre journals.</p> <p>Analysing a variety of external performances and how the individual elements of production work both independently and as a whole.</p>
10	<ul style="list-style-type: none"> <li>· Show an understanding of how theatre evolves from societal, historical and cultural contexts that evolve over time.</li> <li>· Communicate a critical understanding of how to create a character and monologue, using Stanislavski technique, in the context of their own artwork.</li> </ul>	<p>Researching the theories and history of Stanislavski and completing a series of diary entries as Stanislavski (1500 words total) that show how he is developing and applying his ideas and theories.</p> <p>Completing a 3-5 minute video reflection on the role Stanislavski's theories have played in how students have developed their understanding of characters in their monologues.</p>

<ul style="list-style-type: none"> <li>· Reflect critically on their own artistic development and processes at different stages of their work.</li> <li>· Use feedback to inform their own artistic development and processes.</li> <li>· Use feedback to inform their own artistic development and processes.</li> <li>· Be receptive to art practices and artworks from various cultures, including their own.</li> <li>· Show an understanding of how theatre evolves from societal, historical and cultural contexts over time.</li> <li>· Communicate a critical understanding of the play A Raisin in the Sun studied in the context of their own artwork.</li> <li>· Reflect critically on their own artistic development and processes at different stages of their work.</li> <li>· Critique their work.</li> <li>· Use feedback to inform their own artistic development and processes.</li> <li>· Be receptive to art practices and artworks from various cultures, including their own.</li> <li>· Create an artistic response that intends to reflect or impact on the world around them, using peer and teacher feedback</li> </ul>	<p>Showing detailed evidence of how they are building a personal connection to their created character and monologue in their Process Journal.</p> <p>Showing detailed evidence in the Process Journal of how they are building their interpretation of Stanislavski’s theories and applying it to their created character and monologue.</p> <p>Demonstrating insightful and nuanced skills in responding to peer and teacher feedback in each unit.</p> <p>Demonstrating insightful and nuanced skills in evaluating his or her strengths and areas to improve in each unit.</p> <p>Demonstrating an understanding of how Stanislavski is affecting their understanding of theatre and the creative process.</p> <p>Completing a research essay of 1500 words on the historical context of segregation in the USA and how it relates to the play A Raisin in the Sun/another dramatic text.</p> <p>Exploring the notion of racism and segregation as expressed in Lorraine Hansberry’s play A Raisin in the Sun /another dramatic text, and deconstructing it as a piece of political theatre.</p> <p>Completing a 3-5 minute video reflection on their personal responses to their research on racism and their interpretation of the role A Raisin in the Sun/another dramatic text can play in effecting social change.</p> <p>Showing detailed evidence in their Process Journal of how they are building a personal connection to their assigned character and scene, and understanding collaboration in interpreting ideas connected to a</p>
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		<p>dramatic text (A Raisin in the Sun).</p> <p>Demonstrating insightful and nuanced skills in responding to peer and teacher feedback in each unit.</p> <p>Demonstrating insightful and nuanced skills in evaluating his or her strengths and areas to improve in each unit.</p> <p>Showing detailed evidence of understanding and responding to constructive feedback. Giving clear strategies of how they will try to incorporate this feedback in the creative process and final performance. Demonstrating, in their Process Journal, an understanding of the role theatre can play in creating social change.</p>
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9	<ul style="list-style-type: none"> <li>· Show an understanding of how theatre evolves from societal, historical and cultural contexts over time.</li> <li>· Reflect critically on their own artistic development and processes at different stages of their work.</li> <li>· Critique their work and that of others.</li> <li>· Create an artistic response that intends to reflect or impact on the world around them, using peer and teacher feedback.</li> </ul>	<p>Completing a research assignment comparing cultural stories from around the world, demonstrating their understanding of stories from their home countries in comparison with Singapore.</p> <p>Completing a research project and proposal on site-specific theatre, referencing one site specific practitioner and demonstrating their understanding of how specific locations are appropriate for telling different types of stories to different audiences.</p> <p>Completing a 200-300 word research project on an aspect of Singaporean culture, demonstrating their understanding of the importance of this culture within the context of Singaporean playwriting.</p> <p>Completing a research task comparing masks from different cultures and time periods, demonstrating their understanding of the cultural significance of masks throughout history.</p> <p>Demonstrating analytical and reflective skills in responding to peer and teacher feedback in each unit.</p> <p>Demonstrating analytical and reflective skills in evaluating his or her strengths and areas to improve in each unit.</p>
8	<ul style="list-style-type: none"> <li>· Demonstrate knowledge and understanding of Drama studied in relation to societal, cultural, historical and/or personal contexts</li> <li>· Include specialized language, concepts and processes in their reflection workbook.</li> <li>· Reflect critically on their own artistic development and processes at different stages of their work</li> </ul>	<p>Writing or giving a 300 word presentation demonstrating knowledge of the societal and cultural background of the scene to be performed in each unit.</p> <p>Using a range of research skills and presentation media to explain his or her creative process in each unit.</p> <p>Demonstrating intermediate skills in responding to peer and teacher feedback in each unit.</p>

	<ul style="list-style-type: none"> <li>· Evaluate their work</li> <li>· Use feedback to inform their own artistic development and processes</li> <li>· Support, encourage and work with their peers in a positive way</li> <li>· Be receptive to art practices and artworks from various cultures, including their own.</li> <li>· Outline connections and transfer learning to new settings.</li> <li>· Create an artistic response inspired by the world around them.</li> <li>· Evaluate the artwork of self and others.</li> </ul>	<p>Demonstrating intermediate skills in evaluating his or her strengths and areas to improve in each unit.</p>
7	<ul style="list-style-type: none"> <li>· Demonstrate knowledge and understanding of Drama studied in relation to societal, cultural, historical and/or personal contexts</li> <li>· Include specialized language, concepts and processes in their reflection workbook.</li> <li>· Reflect critically on their own artistic development and processes at different stages of their work</li> <li>· Evaluate their work</li> <li>· Identify connections between art forms, art and context, or art and prior learning</li> <li>· Recognize that the world contains inspiration or influence for art</li> <li>· Use feedback to inform their own artistic development and processes</li> </ul>	<p>Writing or giving a 200 word presentation, demonstrating knowledge of the societal and cultural background of the scene to be performed in each unit.</p> <p>Using a range of research skills and presentation media to explain his or her creative process in each unit.</p> <p>Demonstrating the development of skills in responding to peer and teacher feedback in each unit.</p> <p>Demonstrating the development of skills in evaluating his or her strengths and areas to improve in each unit.</p>



	<ul style="list-style-type: none"> <li>· Support, encourage and work with their peers in a positive way</li> <li>· Be receptive to art practices and artworks from various cultures, including their own.</li> </ul>	
6	<ul style="list-style-type: none"> <li>· Demonstrate knowledge and understanding of Drama studied in relation to societal, cultural, historical and/or personal contexts</li> <li>· Identify connections between art forms, art and context, or art and prior learning</li> <li>· Recognize that the world contains inspiration or influence for art</li> <li>· Reflect critically on their own artistic development and processes at different stages of their work</li> <li>· Evaluate their work</li> <li>· Use feedback to inform their own artistic development and processes</li> <li>· Support, encourage and work with their peers in a positive way</li> <li>· Be receptive to art practices and artworks from various cultures, including their own.</li> </ul>	<p>Writing or giving a 150 word presentation demonstrating knowledge of the societal and cultural background of the scene to be performed in each unit</p> <p>Using a range of research skills and presentation media to explain his or her creative process in each unit</p> <p>Demonstrating introductory skills in responding to peer and teacher feedback in each unit</p> <p>Demonstrating introductory skills in evaluating his or her strengths and areas to improve in each unit</p>
5	<ul style="list-style-type: none"> <li>· Describe how drama plays an innovative role in communicating ideas within cultures and societies.</li> <li>· Appreciate the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives.</li> <li>· Reflect on a variety of dramatic forms to identify new understandings within the arts</li> </ul>	<p>Developing and demonstrating an understanding that messages may be communicated through different forms of media.</p> <p>Plan, organize, and present dramatic performances to communicate a desired message.</p>

	<ul style="list-style-type: none"> <li>· Use responses to drama to adapt and improve work, considering the original intention.</li> </ul>	Reflect and provide feedback on dramatic performances.
4	<ul style="list-style-type: none"> <li>· Discuss aspects of drama that illustrate relationships between culture, history and location</li> <li>· Reflect on achievement and challenges and how they can incorporate these influences in future work.</li> <li>· Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</li> </ul>	<p>Researching and comparing plays from different geographical, cultural or historical contexts</p> <p>Demonstrating an understanding of the creative process in Drama and applying this understanding in how they give and receive constructive feedback</p> <p>Researching and responding to a play written with a clear social message as its artistic intention</p>
3	<ul style="list-style-type: none"> <li>· Discuss aspects of drama that illustrate relationships between culture, history and location</li> <li>· Reflect on achievement and challenges and how they can incorporate these influences in future work.</li> <li>· Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</li> </ul>	<p>Researching and comparing plays from different geographical, cultural or historical contexts</p> <p>Demonstrating an understanding of the creative process in Drama and applying this understanding in how they give and receive constructive feedback</p> <p>Researching a play for children written in the Singaporean context</p>
2	<ul style="list-style-type: none"> <li>· Compare varied styles of performance with drama from their own culture.</li> <li>· Describe the dynamic connection between the audience and performer</li> <li>· Discuss and explain ideas, feelings and experiences can be</li> </ul>	<p>Students will be exposed to and have further experience of plays, musicals and skits around Singapore</p> <p>Students will be able to demonstrate their understanding during the Christmas Concert. They will understand the importance between performer/ audience</p>

	communicated through stories and performances	
1	<ul style="list-style-type: none"> <li>· Realize that stories are told using performance conventions (narration/characterization/ movement etc.)</li> <li>· Display audience etiquette and appropriate responses.</li> </ul>	<p>Demonstrate an understanding that stories can be told through role play, music and movement</p> <p>Shows appreciation for performances by being attentive and contributing to discussions on performances.</p>
K2	<ul style="list-style-type: none"> <li>· Realize that stories are told using performance conventions (narration/characterization/ movement etc.)</li> <li>· Display audience etiquette and appropriate responses.</li> </ul>	<p>Demonstrate an understanding that stories can be told through role play, music and movement</p> <p>Shows appreciation for performances by being attentive and contributing to discussions on performances.</p>
K1	<ul style="list-style-type: none"> <li>· Respond to live performances, stories and plays from other times and/or places.</li> <li>· Talk about ideas and feelings in response to dramatic performances</li> </ul>	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> <li>· Represent ideas about performances, stories &amp; plays with a variety of media (i.e. painting, collage, clay, drawing)</li> <li>· Participate in group discussions, contributing their ideas &amp; feelings in response to a dramatic performance.</li> </ul>