**Subject: Performing Arts Grade: MYP1 2020-2021**

| **Unit Title** | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content** **(topics, knowledge, skills)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Theatrical literature | Aesthetics | Structure, role | Orientation in space and time | The role of an artistic work is usually studied and investigated to make a clear understanding over its structure. | A. i, ii  C. All strands | **Communication skills:**  - Take effective notes in class.  - Structure information in summaries, essays and report.  - Negotiate ideas and knowledge with peers and teachers.  **Thinking skills:** - Compare conceptual understanding across multiple subject groups and disciplines.  - Apply skills and knowledge in unfamiliar situations.  - Make guesses, ask “what if” questions and generate testable hypotheses.  - Evaluate evidence and arguments.  **Social skills:**  - Delegate and share responsibility for decision-making.  - Listen actively to other perspectives and ideas.  - Exercise leadership and take on a variety of roles within groups. | Students should be able to understand and know the following:  - What is “theatrical literature”?  - Understanding the terminology of drama within various definitions and perspectives.  - Positioning the stage and know how to use it.  - The concept of drama and three common meanings of drama.  - A comparison between actors and their roles in different contexts.  - Who is a director?  - Discussing the importance of literature in theatre.  - At the end of unit, they can either do a presentation about the roles of actors, directors or creating a poster explaining elements of drama and stage |
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| Monologue | Communication | Audience, play | Identities and Relationships | Real situations, experiences and thoughts can be communicated in a form of plays. | A. iii B. all strands  C. all strands  D. all strands | **Communication skills:**  **-** Use appropriate forms of writing for different purposes and audiences.  - Interpret and use effectively modes of non-verbal communication.  **Collaboration skills:**  - Help others to succeed.  - Listen actively to other perspectives and ideas.  **Self-management:**  - Plan short- and long-term assignments; meet deadlines.    - Create plans to prepare for summative assessments (examinations and performances).  - Practice “bouncing back” after adversity, mistakes and failures.  **Creative thinking skills:**  **-** Apply existing knowledge to generate new ideas, products or processes.  **-** Make guesses, ask “what if” questions and generate testable hypotheses.  - Create original works and ideas; use existing works and ideas in new ways. | Students will be able to:  - Explore the meaning of monologue through acting and demonstrating.  - Using of expressional language, body and gestures to convey messages.  - Creating scripts or editing existed texts and make them original plays.  - The pedagogy of actors/actresses in theatre.  - Opening debates over main ideas of the students’ works.  - Improvisational acts in plays.  - How do we express ourselves?  - Presenting what is being experienced in theatre.  - Students will freely chose the type of theatre they’re willing and those works can either be poetry, puppet, musical presented by students or they simply be dramatic speaking or acting individually. |
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| Music plays from Disney world | Identity | Representation | Personal and Cultural Expression | Artists observe other cultures and express their personal understanding to those cultures globally. | B. all strands  D. all strands | **Thinking skills:** - Identify obstacles and challenges. - Develop contrary or opposing arguments. - Make unexpected or unusual connections between objects and/or ideas.  **Social Skills:** - Listen actively to other perspectives and ideas. - Encourage others to contribute.   **Research skills:** - Process data and report results. - Make connections between various sources of information. - Collect, record and verify data. | - Students at the starting of the unit will listen to some songs which are taken from Disney movie-scene.  - Second, they will be able to recognize the lyrics of those songs and make discussions over them using a suitable and simple language.  - They will also identify various themes based on those songs and then making them as theatrical scripts.  - Those scripts can either be used as performances or written theatre scripts depending on their learning needs.  - Students will work as groups to clarify the written works of their own scripts.  At the end of unit, they will observe the different types of lessons based on stories and songs they’ve listened to. |

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| The “Drama” of real life | Change | Narrative, innovation | Globalization and sustainability. | Authors can create stories based on reality to affect and change people. | A. all strands  B. all strands  C. i & iii  D. ii & iii | **Communication skills:** - Use appropriate forms of writing for different purposes and audiences. - Share ideas with multiple audiences using a variety of digital environments and media. - Write for different purposes. - Use intercultural understanding to interpret communication.  **Thinking skills: -** Apply existing knowledge to generate new ideas, products or processes.  - Practice visible thinking strategies and techniques. - Create novel solutions to authentic problems.  **Self-management:** - Keep a journal to record reflections. - Identify strengths and weaknesses of personal learning strategies (self-assessment). - Consider ATL skills development: 1. What can I already do? 2. How can I share my skills to help peers who need more practice? 3. What will work on next?  **Research skills:** - Access information to be informed and inform others. - Collect and analyze data to identify solutions and make informed decisions. - Understand and implement intellectual property rights. | - Students will explore the importance of biographies and their impacts on others.  - Why do we consider real life situations as drama?  - Students will individually figure out the meaning of a classroom as it’s a community and a place for sharing thoughts, perspectives and the impacts of other members on their learning process.  - They will come up with the ideas and make spoken texts for theatre based on their creative ideas and discussions.  - They will include important elements of drama in their both written and spoken scripts.  - Students will also learn how to evaluate their own works and ask for ideas from others. |

**MYP2**

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| Greek theatre | Identity | Genre, Style | Personal and Cultural Expressions. | Artworks are created in various ways and styles to express a certain culture or group. | All strands from criterion A, B, C and D | **Research skills:** - Understand the impact of media representations and modes of presentation.  - Compare, contrast and draw connections among (multi)media resources. - Seek a range of perspectives from multiple and varied sources.  **Thinking skills:** - Evaluate and manage risk.  - Test generalizations and conclusions. - Evaluate evidence and arguments. - Apply skills and knowledge in unfamiliar situations.  **Communication skills:  -** Make effective summary notes for studying. - Negotiate ideas and knowledge with peers and teachers. - Share ideas with multiple audiences using a variety of digital environments and media.  **Social Skills:** - Make fair and equitable decisions. - Advocate for one’s own rights and needs. | The following questions will be answered effectively:  - How is theatre derived from past?  - Where did we derive theatre from?  - What is “Greek theatre”?  - Why do we study plays from past?  - The beginning of the unit will take students to a brief trip through the history of the theatre.  - Students will also explore Greek Tragedy, Comedy and the conflicts that are made in that time.  - They will work on scripts derived from Greece and make them as theatre.  - Students will work as departments/groups and each will be responsible for a specific part of the play.  - Since theatre has changed a lot, students will reflect the modern techniques and present the play for the present time.  - Exploration of the purpose of a chorus: represent the audience, provide moral advice to the characters, narrate history/describe action/scenery, comment on themes of play.  - Exploration of chorus vocal techniques: speak in unison, call/respond, sing, pitches, elongate words, short/staccato, echo, dynamics, articulation of words, ripple, and exaggerated words.  - Exploration of Laban movements: bound, free, strong, light, direct, indirect, sudden, sustained, move together, synchronization, exaggerated movements.  - Create a choral narrative from a given myth/story within a group.  - Present their group choral artistic piece. |
| **Unit Title** | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| The composition of beauty | Aesthetics | Role, presentation. | Globalization and Sustainability | The role of art is to make world a beautiful place. | A. all strands D. all strands | **Social skills:** - Manage and resolve conflict, and work collaboratively in teams.  - Exercise leadership and take on a variety of roles within groups.  **Self-management:** - Create plans to prepare for summative assessments (examinations and performances). - Keep an organized and logical system of information files/notebooks.  - Select and use technology effectively and productively.   **Thinking skills:** - Revise understanding based on new information and evidence. - Gather and organize relevant information to formulate an argument. | Following questions will be discussed, debated and answered in the unit:  - How to decide whether something is beautiful or not?  - How do we make world a beautiful place for everyone?  - Students will argue and find out theories of scholars, artists and writers whom discuss the concept of beauty.  - They will make presentations about some of the works that are done from the previous unit or done by other people.  - They will investigate the contextual meaning of objects, accessories, written, and performed works to comment on and give them beautiful meanings.  - Students will understand the principles of individuals and so as for their beliefs too.  - In this particular unit, the focus will be on different kind of performances.  - At the end of the unit, there will be meaningful comparisons between different types of different global artworks. |
| **Unit Title** | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| The Spirit of Carnivals | Identity | Representation, play | Orientation in space and time | People determine their culture artificially to show others their identity in different periods of time. | All strands from criterion B & C | **Research skills:** - Compare, contrast and draw connections among (multi)media resources. - Seek a range of perspectives from multiple and varied sources. - Process data and report results.  **Communication skills:** - Use intercultural understanding to interpret communication. - Participate in, and contribute to, digital social media networks. | - At the beginning of the unit, some Carnival vocabs, pictures will be introduced.  - Alternatively, students will start guessing costumes and dresses and categories like:  i. Most likely costumes for this year’s theme.  ii. Most original costumes they’ve seen last year.  iii. Costume props & accessories.  - They will work individually and as teams to think and write down their points to create some costumes related to local festivals.  - Students will also start learning techniques of expressing their ideas and accepting other opinions.  - Further questions such as why such a nation wore a typical type of dress and answers will be shared as stories and telling to make others interested in Carnivals locally and globally. |

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| A tale of a Hero | Communication | Presentation, play | Fairness and Development | Folk tales are presented as plays to take a story role in verbal and non-verbal communicative forms. | A. all strands  B. all strands  C. ii, iii  D. i, ii | **Communication skills: - -**  - Exchanging thoughts, messages and information effectively through interaction.  - Negotiate ideas and knowledge with peers and teachers.  - Interpret and use effectively modes of non-verbal communication.  **Social skills:**  - Manage and resolve conflict, and work collaboratively in teams.  -. Advocate for one’s own rights and needs.  - Encourage others to contribute.  - Give and Receive meaningful feedback.  **Thinking skills:**  - Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding.  - Consider ideas from multiple perspectives.  - Practice observing carefully in order to recognize problems.  - Create novel solutions to authentic problems.  - Apply skills and knowledge in unfamiliar situations.  **Research skills:** - present information in variety of formats and platforms. - Process data and report results.  - Compare, contrast and draw connections among (multi)media resources. | - Understand the importance of folk tales as they have an important role on their traditions.  - Learn more about local stories such as fallen kingdoms, victories and making peace within those stories  - Folk tales are usually taken from a generation to another through telling, singing, festivals and parties.  - Students will make one of those important stories to a scripted play and then performing it to a specific type of audience.  - Students will hear a lot of moral lessons when preparing the script and discussing the importance of them.  - Those moral lessons are going to be taken as themes in the play.  - At the end of the play, There will be discussions and questions over those themes orally and written. |

**MYP3**

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| Medieval theatre | Change | Audience | Orientation in Space and Time | Art is changed within different time periods and those changes are visually seen in the present time. | All strands from criterion A, B, C and D | **Communications skills:**  - Read a variety of sources for information and for pleasure.  - Give and receive meaningful feedback.  **Social skills:**  - Listen actively to other perspectives and ideas.  - Negotiate effectively.  - Delegate and share responsibility for decision-making.  **Research skills:**  - Access information to be informed and inform others.  sources of information.  **Thinking skills:**  - Apply existing knowledge to generate new ideas, products or processes.  - Use brainstorming and visual diagrams to generate new ideas and inquiries.  - Propose and evaluate a variety of solutions.  - Compare conceptual understanding across multiple subject groups and disciplines. | - Students will be able to explore the history to make plays interesting and based on past.  - They will get familiar with the term “ritual” and get the inspiration from religion or things happened in the past that can be presented now.  - All students will be taken as set but in different roles to create and perform a play.   - Students will also be familiar with dramatic context and analyze dramatic context of the given play.  - Students will work on Everyman as an actual play  - They will explain and describe scenes, pictures, actors and costumes because the performance will be descriptive and represent a group of people including the way they lived and believed.  - Plays will reflect three basic categories such as; social, cultural and historical categories of the dramatic context. |
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| Performance space | Aesthetics | Audience, composition | Scientific and Technical Innovation | Time and place are technically used when staging a play to create and show art. | A. ii, iii  B. ii  C. i, ii  D. all strands | **Collaboration skills:**  - Exercise leadership and take on a variety of roles within groups.  - Build consensus.  - Help others to succeed.  **Research skills:**  - Make connections between various sources of information.  - Understand and use technology systems.  - Make informed choices about personal viewing experiences.  **Self-Management skills:**  - Plan strategies and take action to achieve personal and academic goals.  - Set goals that are challenging and realistic.  **Affective skills:**  - Practice managing self-talk. | - Students will start to have their roles on leading a theatre stage, position and meanings of different types of stages.  - The organization of the place that a play will be performed at.  - The meaning of being audience and different types of audience will also be discussed in this particular unit.  - Students will do presentations and explain the space they’re willing to do performances at.  - What kind of plays will be suitable for a certain play (outdoors, indoors, parks, public, private and so on) |
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| William Shakespeare | Identity | Play | Identities and Relationships | Individuals are uniquely identified as artistic schools in the world. | All strands from criterion A, B, C and D | **Self-management**  **Organization skills:**  \_Bring necessary equipment and supplies to class  **Affective skills**  -Practice “bouncing back” after adversity, mistakes and failures  -Practice “failing well”  **Thinking skill (creative thinking skill)**  -Apply existing knowledge to generate new ideas, products or processes.  -Create original works and ideas | In this unit students will be able to:  - Explore the biographical life of William Shakespeare and present him as a script writer.  - Myths and real consideration of his life and works.  - Students will also use Shakespearean language when presenting plays.  - Plays will be based on his written works specially his famous sonnets.  - Designing costume, make-up, lighting and the stage have to be well created and organized.  - Students will work in different groups and each group will be responsible for a certain work of Shakespeare.  - Classroom will be full of practices and games such as guessing games, pictures, music and even characters. |

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| Turn stories into plays | Change | Narrative, Interpretation | Fairness and Development | Written stories can be changed to dramatic scripts in order to deliver messages in different forms of language. | B. i D. all strands | **Thinking skills:** -Consider ideas from multiple perspectives.  - Formulate factual, topical, conceptual and debatable questions.  - Make unexpected or unusual connections between objects and/or ideas.  - Inquire in different contexts to gain a different perspective.  **Research skills:** - - Collect, record and verify data.  - Understand and implement intellectual property rights.  - Process data and report results.  - Make informed choices about personal viewing experiences.  **Self-management:** - Focus on the process of creating by imitating the work of others.  - Consider ethical, cultural and environmental implications.  - Keep a journal to record reflections.  - Practice analyzing and attributing causes for failure. | Students will be able to:  - Explore stories and meanings of main themes and will make them as plays.  - Play the role of script-writers and set the play together.  - They will also deal with the importance of a scripted language to create a play that can be shown to a specific type of audience.  - The role of the actors can be decided by directors and scenarists.  - Students will investigate the pre-production stages of theatre.  - They will also watch scenes from plays and derive inspiration from global works too. |

**MYP4**

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| Western versus Eastern theatre | Communication | Boundaries, style | Identities and Relationships | The relationship between different styles of arts can complete the global understanding of artworks. | A. i, ii  B. i  C. i, ii  D. all strands | **Thinking skills:**  -draw reasonable conclusions and generalizations.  -gather and organize relevant information to formulate an argument.  - Combine knowledge, understanding and skills to create products or solutions. - Apply existing knowledge to generate new ideas, products or processes  Create original works and ideas.  - Apply existing knowledge to generate new ideas, products or processes  -Create original works and ideas  **Self-management:**  -keep a journal to record reflections.  -demonstrates flexibility in the selection and use of learning strategies. - demonstrates flexibility in the selection and use of learning strategies.  **Communication skills:**  -Give and receive meaningful feedback.  **Social skills:**  -Listen actively to other perspectives and ideas. | Students will be able to do the following:  - Definitions and theories of both western and eastern theatre as a whole.  - Debate over some arguments and theories based on some theatrical works presented in the world.  - They will professionally analyze the meanings of the structures and then make decisions.  - Works that are done in decades are going to be argued in a form of art.  - Why do we usually go back to the past?  - They will use specific terms when explaining and criticizing artworks of others.  - Students as individuals will be responsible for the information they’re providing, but they will be set as groups when they take tasks.  - They’ll also write journal essays on either process they’re making, information they’ve shared or plays they’ve created. |
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| Waiting for Godot | **Communication** | **Play, audience** | Personal and Cultural Expressions | Artists make a special work to get the audience involved in. | All strands from criterion A, B, C and D | **Communication skills:**  - Exchanging thoughts, messages and information effectively through interaction.  - Give and receive meaningful feedback.  - Collaborate with peers and experts using a variety of digital environments and media  Reading, writing and using language to gather and communicate information.  - Structure information in summaries, essays and reports.  **Social skills:**  Working effectively with others  - Use social media networks appropriately to build and develop relationships  - Help others to succeed.  - Take responsibility for one’s own actions.  - Make fair and equitable decisions.  **Management skills:**  - Plan short- and long-term assignments; meet deadlines.  - Create plans to prepare for summative assessments (examinations and performances).  - Understand and use sensory learning preferences (learning styles).  **Thinking skills:**  - Managing state of mind  - Self-motivation  - Practice positive thinking | Students will be able to:  - Study the meaning of Absurd in theatre.  - Claim different perspectives on Absurd theatre.  - Know the biographical background of the writer “Samuel Beckett”  - Discuss and argue about the title of the written document “Waiting for Godot”.  - Claim the characters and their personalities.  - Present and make discussions on two act scenes.  - Make the written play to be set by them in order to give it an original image.  - At the end of the unit, they will write their overviews over the play that’s presented and prepared. |

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| Let’s know characters | Identity | Composition, Innovation | Scientific and technical innovation | Characters in artworks and literary works are innovated to represent people as particular personalities including their inner thoughts. | A. i, iii  B. ii  C. iii | **Thinking skills:**  -draw reasonable conclusions and generalizations.  -gather and organize relevant information to formulate an argument.  - Combine knowledge, understanding and skills to create products or solutions. - Apply existing knowledge to generate new ideas, products or processes  Create original works and ideas.  - Apply existing knowledge to generate new ideas, products or processes  -Create original works and ideas  **Self-management:**  -keep a journal to record reflections.  -demonstrates flexibility in the selection and use of learning strategies. - demonstrates flexibility in the selection and use of learning strategies.  **Communication skills:**  -Give and receive meaningful feedback.  **Social skills:**  -Listen actively to other perspectives and ideas. | Students will be able to do the following:  - Study plays and movies locally and globally.  - They will investigate the role of characters and study the situation of each character individually.  - The background of each character is also required from students in a particular artwork or movie.  - Describing the character’s appearance including face, style (costume & makeup) and their inner thoughts too.  - Students will be asked to write paragraphs over some characters and do presentations.  - The historical background considering the culture and social norms which emphasize the situation characters contributed in.  - By the end of the unit, students will make discussions over their works and what they have done in their process journals. |

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| Using accessories | Aesthetics | Composition, Innovation | Scientific and technical innovation | People innovate different type of objects to give them a beautiful meaning. | A. i, iii  B. ii  C. ii, iii  D. all strands | **Thinking skills:**  -draw reasonable conclusions and generalizations.  -gather and organize relevant information to formulate an argument.  - Combine knowledge, understanding and skills to create products or solutions. - Apply existing knowledge to generate new ideas, products or processes  Create original works and ideas.  - Apply existing knowledge to generate new ideas, products or processes  -Create original works and ideas  **Self-management:**  -keep a journal to record reflections.  -demonstrates flexibility in the selection and use of learning strategies. - demonstrates flexibility in the selection and use of learning strategies.  **Communication skills:**  -Give and receive meaningful feedback.  **Social skills:**  -Listen actively to other perspectives and ideas. | Students will be able to do the following:  - Students will study the importance of using accessories within theatre.  - They will explore people’s actions in real life including the way they use accessories and value them in real life.  - They will also find out how people eat and drink from different countries and perspectives.  - Students will study cultural backgrounds and perspectives of different groups of people.  - They will investigate scenes from different plays and identify the accessories that are used and find out the purpose of them.  - Students will be required to choose one of the plays and use needed accessories for that play and give each a meaning. |

**MYP5**

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| A Doll’s House by Henrik Ibsen | Identity | Expression, representation | Identities and Relationships. | Individuals are expressed as an effective part of a particular circle or group in different periods of time. | All strands from criterion A, B, C and D | **Communication skills:**  - Use intercultural understanding to interpret communication.  - Share ideas with multiple audiences using a variety of digital environments and media.  - Use appropriate forms of writing for different purposes and audiences.  - Take effective notes in class.  **Social skills:**  - Manage and resolve conflict, and work collaboratively in teams.  - Make fair and equitable decisions.  **Management skills:**  - Create plans to prepare for summative assessments (examinations and performances).  - Practice positive thinking.  - Consider ethical, cultural and environmental implications.  **Research skills:**  - Seek a range of perspectives from multiple and varied sources.  - Compare, contrast and draw connections among (multi)media resources.  **Thinking skills:**  - Evaluate evidence and arguments.  - Formulate factual, topical, conceptual and debatable questions. | In this unit, students will be able to:   - Comment on the historical situation of the play in nineteenth century. Considering the language and the first time play was performed.   - Students will explore the role of woman in the society back then in nineteenth century.  - They will also study the characters and their inner thoughts within the play and reviews from different perspectives.   - In theatre, staging is as important as directing and script writing. Staging will particularly help the actors/actresses to interact with audience using different expressions.  - Images such as the world of nature, the miracle, Ibsen’s influence and doll’s house will be discussed, explained and analyzed.  - Written plays have certain messages presented as themes. Students are responsible to explain and write down academic essays on following themes that the writer was seeking to convey; A feminist tract, love and duty: self-liberation, determinism and free will. - Students will work on all three scenes and each scene will be studied individually. |
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| Modern Theatre | Communication | Structure | Orientation in Space and Time | The structure of an art form from the past can be found in the time of present. | All strands from criterion A, B, C and D | **Communication skills:**  - Use intercultural understanding to interpret communication.  - Share ideas with multiple audiences using a variety of digital environments and media.  - Use appropriate forms of writing for different purposes and audiences.  - Take effective notes in class.  **Social skills:**  - Manage and resolve conflict, and work collaboratively in teams.  - Make fair and equitable decisions.  **Management skills:**  - Create plans to prepare for summative assessments (examinations and performances).  - Practice positive thinking.  - Consider ethical, cultural and environmental implications.  **Research skills:**  - Seek a range of perspectives from multiple and varied sources.  - Compare, contrast and draw connections among (multi)media resources.  **Thinking skills:**  - Evaluate evidence and arguments.  - Formulate factual, topical, conceptual and debatable questions. | - Students will be able to explore the Modern theatre.  - Work on new techniques to prepare a written script and make it on set.  - Characters can be taken from real world and they can contribute to format the new perspectives of art.  - Modern ages and the impacts of technology on theatre will be discussed by students.  - Invitation strategies and promote the plays in social media.  - The role of newspapers and magazines on theatre itself.  - Changing the act-scenes in plays depending on newest techniques to perform a play for the present time.  - New movements and groups of people can raise their voices through theatre. |
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| Jerzy Grotowski | Identity | Role, representation | Identities and relationships | Artists develop methods and theories to represent art. | All strands from criterion A, B, C and D | **Communication skills:**  - Exchanging thoughts, messages and information effectively through interaction.  - Give and receive meaningful feedback.  - Collaborate with peers and experts using a variety of digital environments and media  Reading, writing and using language to gather and communicate information.  - Structure information in summaries, essays and reports.    **Social skills:**  - Use social media networks appropriately to build and develop relationships.  - Help others to succeed.  - Take responsibility for one’s own actions.  - Make fair and equitable decisions.  **Management skills:**  - Managing time and tasks effectively.  - Plan short- and long-term assignments; meet deadlines.  - Create plans to prepare for summative assessments (examinations and performances).  - Understand and use sensory learning preferences (learning styles).  **Thinking skills:**  - Self-motivation.  - Practice positive thinking. | Students will be able to:  - Explore the history of poor theatre.  - The life and works of the Polish writer “Jerzy Grotowski”  - Why poor theatre and what’s so special in this type of theatre.  - Clarify the actual plays of poor theatre.  - The effect of poor theatre on social classes and global understanding.  - Write on the process and setting of poor theatre and its role.  - Present a play related to the poor category of theatre. |
| **Unit Title** | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content** **(topics, knowledge, skills)** |
| Persuasive speeches | Communication | Interpretation, Expression | Globalization and sustainability | People express their thoughts to persuade others | All strands from criterion A, B, C and D | **Communication skills:**  - Exchanging thoughts, messages and information effectively through interaction.  - Give and receive meaningful feedback.  - Collaborate with peers and experts using a variety of digital environments and media  Reading, writing and using language to gather and communicate information.  **Social skills:**  - Use social media networks appropriately to build and develop relationships.  - Help others to succeed.  - Make fair and equitable decisions.  **Management skills:**  - Plan short- and long-term assignments; meet deadlines.  - Understand and use sensory learning preferences (learning styles).  **Thinking skills:**  - Self-motivation.  - Practice positive thinking. | Students will be able to:  - Find out an issue locally and globally together in a form of debates and discussions.  - Studying and exploring other global issues around the world and defending all the minor groups of people.   - Students will learn how to convey their messages affectively.  - Students will learn from one another and will carefully listen to their messages.  - Students will explore a lot of speeches from other influencers around the world.   - They will also identify their speech to a specific audience regarding the language they are going to use.   - Students will keep using their process journals to make their works documented. |