

## MYP Drama 6

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

### Course Description and Units of Learning:

In Grade 6 Drama, learners will focus on developing performance skills by exploring the tools available to every performer: voice, body and imagination. Learners will work individually or as part of a group to present performances or participate as members of the audience. They will develop skills in pantomime, improvisation and devising. Learners will use various drama techniques as well as the transdisciplinary skills to build confidence and trust, and stimulate imagination, movement and role-play. Through theatre games and activities, learners will be encouraged to become risk-takers as they try on new characters and generate performance ideas. Embedded in this learning are the processes of creating, performing, responding and connecting. These processes are aligned with our learning standards, outcomes and aims. The drama process journal will serve as evidence of the learners' personal understandings and achievements and will include their reflections and assignments. A brief look at the history of theatre will help to establish historical perspective and relevance. Learners will be encouraged to work collaboratively, to be open-minded and reflective, and to enjoy and value classmates as partners in the creative process.

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

<https://resources.finalsite.net/images/v1566550032/aismmozcom/dgkkwrhdaizc46zjly9f/AISMGrade6CriticalLearningOutcomes.pdf>

### Assessment in the Middle Years Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

MYP assessment requires teachers to assess the prescribed subject-group objectives, using the assessment criteria, at least twice for each subject group in each year of the programme. Within each culminating assessment task, teachers and learners are guided by criteria that are

provided to learners at least one week in advance of a culminating task, ensuring that assessment is transparent. Teachers then collaborate to standardize their expectations for learners' performance in order to ensure consistency prior to making a final judgement regarding achievement.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

### **Learning Management Systems**

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

### **Homework**

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

### **Reporting**

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.