



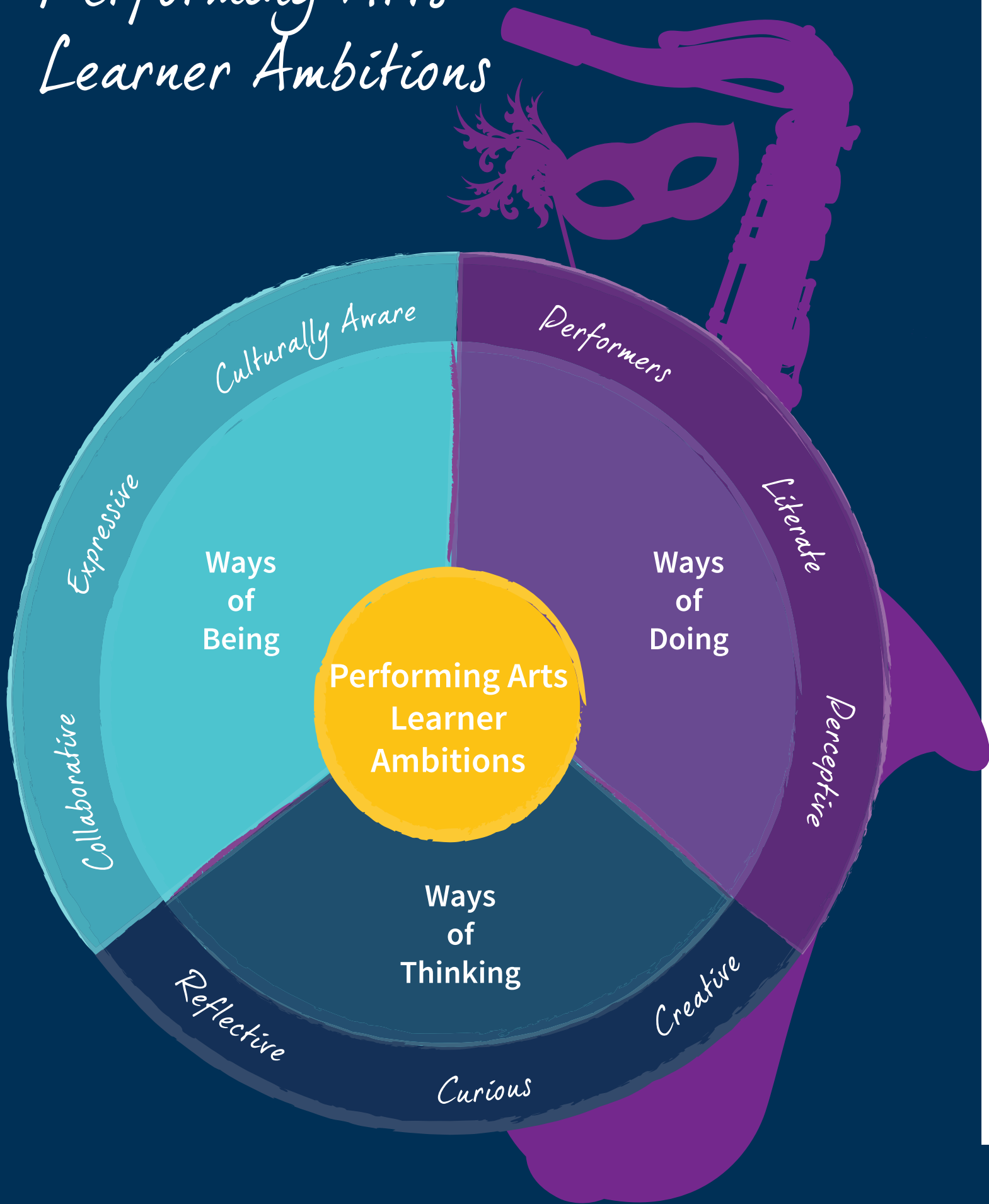
A group of students in black t-shirts and leggings are performing a dramatic scene. They are barefoot and have expressive, intense faces. One student in the center is reaching forward with both hands, mouth open as if shouting. To her right, another student is also reaching forward. On the far right, a student is holding a blue scarf. The background is a simple, light-colored room.

Nord Anglia Performing Arts Learner Ambitions - Drama

Created in collaboration with Juilliard

Oct 2018

Performing Arts Learner Ambitions



Performing Arts Learner Ambitions 2018

	Learner Ambitions	What it means
Ways of Being	Collaborative	Works well with others in artistic settings. Is willing and able to work in groups in a variety of roles (leader, supporter, consensus-seeker, negotiator, etc.). In co-creative tasks, is able to accept compromise, synthesize and objectively evaluate ideas. Seeks to both receive and offer artistic critique of performances and creative tasks. Seeks responses to his/her work by listening to the views of others. When in an ensemble, is able to balance awareness of one's individual role with that of other members.
	Expressive	Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art in a variety of modalities.
	Culturally Aware	Understands that the arts provide unique perspectives on culture. Appreciates that the performing arts are an expression of groups and individuals within communities and cultures. Considers how art is created and experienced within different cultures. Is aware of multiple perspectives and reflects on one's own viewpoints and assumptions. Is open-minded and keen to exploring the arts of diverse cultures throughout his/her life.
Ways of Thinking	Creative	Is personally invested in one's own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways.
	Curious	Is intrinsically motivated to explore artistic experiences and processes. Is keen to learn through questioning, experimenting, and trialing. Is confident working in unfamiliar contexts. Seeks out multiple interpretations and meanings, yet is able to tolerate ambiguity and abstract ideas.
	Reflective	Able to think back on learning experiences, performances, and creative processes with both flexible perspectives and clarity. Is receptive to contradicting ideas and opinions. Able to reflect using a range of response types and modalities. Is able to use reflective takeaways to stimulate future growth.
Ways of Doing	Performers	Perseveres and persists until the desired performance outcome is achieved. Is able to take direction and also work independently to solve technical and artistic problems. Experiences joy in one's own performances and understands the connections between creator, performer, and audience. Is confident and flexible with expression, interpretation, and improvisation. Understands and appreciates the variety of roles in a performing ensemble.
	Literate	Is fluent in the language of the art form (technical and vernacular) and its processes. Is aware of the various materials, professional roles, and production elements in the performing arts.
	Perceptive	Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one's own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details.

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	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Collaborative	<ul style="list-style-type: none"> • listen to individual stories of others and share stories of their own; students with language barriers may engage through non-verbal means • engage in simple collaborative play 	<ul style="list-style-type: none"> • listen to and share observations or questions about others' stories within a group • engage in collaborative play in small and large groups 	<ul style="list-style-type: none"> • participate in simple ensemble work that results in a short sharing • engage in structured games with peers 	<ul style="list-style-type: none"> • participate in ensemble work with awareness of individual and group contributions • articulate own ideas when working in a group • identify different roles and responsibilities within a small group 	<ul style="list-style-type: none"> • participate in an ensemble and articulate the value of individual and group contributions, balancing the contributions of all group members • offer and listen to suggestions from peers when working as a group to achieve a shared goal • identify and fulfill different roles within a small group 	<ul style="list-style-type: none"> • demonstrate a willingness to modify individual ideas to further develop dramatic group work • offer, listen, and willingly explore suggestions from peers when working with a group towards a shared goal • demonstrate an awareness of both individual and group creative processes within a group 	<ul style="list-style-type: none"> • identify roles and responsibilities based on what is needed to carry out the students' ideas for a dramatic work • synthesize one's own individual creative process and the collaborative practice, with an emerging awareness of empathy • participate with an awareness of both individual and group creative process within a group 	<ul style="list-style-type: none"> • identify and delegate roles and responsibilities based on what is needed to carry out the students' ideas for a dramatic work • sustain group project work through multiple iterations • synthesize and sustain one's own individual creative process and the collaborative practice, with a developing sense of empathy for peers • Identify and embody the roles of actor and director within a simple theatrical collaboration 	<ul style="list-style-type: none"> • identify and solve both artistic and group dynamic problems, by contributing and exploring multiple ideas • navigate compromise of own and others' ideas for the sake of a performance • synthesize and sustain one's own creative process and collaborative practice with a developed sense of empathy for peers • identify and embody the roles of actor, director, designer, writer in their own simple theatrical collaboration 	<ul style="list-style-type: none"> • apply emerging collaborative skills throughout (from beginning to end) of a theatrical process • value the flow and variety of own and others' ideas in service of a performance • is conscious of the quality of one's own participation within a collaborative process throughout multiple iterations • demonstrate an awareness of the individual creative process within a collaboration 	<ul style="list-style-type: none"> • in co-creative theatrical tasks is able to accept, compromise, and synthesize varied ideas • share and evaluate own and others' ideas to fully realize a performance • self-assess and adjust the quality of one's own participation within a collaborative process • articulate and demonstrate a value for a variety of creative processes within a collaboration
Expressive	<ul style="list-style-type: none"> • demonstrate basic actions and reactions to imaginary stimuli using simple body, facial, and voice expressions 	<ul style="list-style-type: none"> • demonstrate basic actions and reactions to imaginary stimuli through use of their voice, movement, gesture and facial expressions 	<ul style="list-style-type: none"> • demonstrate and understand actions and reactions of varying dynamics through use of the voice, movement, gesture and facial expressions • express in basic terms a response to viewing a theatrical work 	<ul style="list-style-type: none"> • demonstrate appropriate actions and reactions using voice, movement, gesture, and facial expressions related to a specific situation or context prompt • express a personal response to a theatrical work using multiple modalities (e.g., discussion, writing, drawing, embodying) 	<ul style="list-style-type: none"> • embody and communicate a character's basic actions within a short theatrical piece • express and discuss elements, actions, and details of a theatrical work through a variety of multiple modalities 	<ul style="list-style-type: none"> • embody and communicate a character's actions, feelings, and thoughts within a theatrical piece • express personal responses to a theatrical work using basic drama terminology 	<ul style="list-style-type: none"> • express basic ideas through embodying a range of characters and writing short scenes • express personal responses to key ideas in a theatrical work using basic drama terminology 	<ul style="list-style-type: none"> • express ideas through embodying characters, writing short scenes, and participating in basic costumes and set design processes • explain, using drama terminology, how different production elements are used to communicate the intended message in a theatrical work 	<ul style="list-style-type: none"> • express ideas and intentions through acting, playwriting, or design • explain, using drama terminology, how different production elements are used to communicate and reinforce the intended message in their own and others' theatrical works 	<ul style="list-style-type: none"> • act, design, and direct to express nuanced ideas and intentions • express and explain personal responses to a range of issues, themes, and relationships in a variety of theatrical work 	<ul style="list-style-type: none"> • act, design and direct, to express complex ideas and intentions, in both devised and scripted works • support and justify personal feelings, thoughts and preferences about works of theatre using appropriate vocabulary and examples

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	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Culturally Aware	<ul style="list-style-type: none">• listen to stories and songs from varying cultures and traditions	<ul style="list-style-type: none">• listen to and discuss stories and songs from varying cultures and traditions	<ul style="list-style-type: none">• observe drama performances from varying cultures and traditions• discuss the similarities and differences between drama performances from varying cultures	<ul style="list-style-type: none">• observe a wide range of drama performances identifying specific theatrical techniques from varying cultures• recognize that theatre comes from different cultures and be able to identify unique features within a performance	<ul style="list-style-type: none">• experiment with different theatrical techniques from a range of cultural traditions• understand and value that theatre originates from different historical periods and cultural traditions	<ul style="list-style-type: none">• experiment with different theatrical techniques from a range of cultural traditions and incorporate one of them into their own creative work• understand and value that theatre can be produced in a variety of ways and can have different purposes in different communities and societies	<ul style="list-style-type: none">• identify specific theatrical techniques from a range of cultural traditions and consciously incorporate them into their own creative work• make sensitive comparisons between the style and context of varied theatrical traditions and their own	<ul style="list-style-type: none">• analyze the effects of specific theatrical techniques and practices from differing cultural traditions• be aware and sensitive to the fact that interpretation of a theatrical performance is informed by its culture or origin as well as the culture of the viewer	<ul style="list-style-type: none">• create performances using theatrical practices from various traditions with the intention of sharing with or teaching an audience about the value of a culture or tradition• make informed and sensitive connections between a performance and a community, tradition, or social issue	<ul style="list-style-type: none">• compare the style, context, and purpose of varied theatrical traditions to their own• identify and discuss universal themes, common issues, or subjects present in works across a variety of different cultures• understand the role and purpose of theatre and performance within cultures is an expression of cultural identity	<ul style="list-style-type: none">• analyze and perform well-known repertoire from different cultures• develop theatrical performances that explore thoughts, opinions, and an understanding of their own and others' cultures• value exploring the dramatic arts from diverse cultures and appreciate the multiple perspectives offered through them

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	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Creative	<ul style="list-style-type: none"> differentiate between real and imagined people and situations express original ideas during dramatic activities or dramatic play 	<ul style="list-style-type: none"> explore and connect the who, what, and where of a story imagine simple characters, stories, and settings when prompted 	<ul style="list-style-type: none"> enact or describe answers to questions beyond the scope of a piece create sequential plots and settings with characters and possible actions or choices begin playful experimentation with non-representational materials in support of imaginative play (e.g. puppets, props, pieces of costumes, or suggestions of setting) 	<ul style="list-style-type: none"> envision and adapt variations of stories and plots using original ideas begin to participate in rehearsal and repetition as a theatrical process, contributing ideas when prompted continue experimentation with non-representational materials in support of imaginative play (e.g. puppets props pieces of costumes or suggestions of setting) communicate the world of story through drawing and verbal description 	<ul style="list-style-type: none"> integrate non-representational materials in support of imaginative play (e.g., puppets, props, pieces of costumes, or suggestions of setting) create actions, dialogue, and movement to support a plot and characters within the specific context of a story imagine ways to translate the world of the story into a possible design element (costumes, set, props, lighting) 	<ul style="list-style-type: none"> explore concepts in their own piece of drama such as relationships, status, and power using a range of drama forms and strategies create a plot and characters within the specific context of a story and experiment with a variety of dramatic forms imagine and propose ways to translate the world of the story using multiple design elements (costumes, set, props, lighting) 	<ul style="list-style-type: none"> imagine and describe how a character's inner thoughts, intentions, and feelings, may have impacted the actions of the character select, combine and experiment with a variety of ideas and perspectives to create drama, using appropriate movement and voice to explore mood, feelings, and imagined environments as a design team, conceptualize design elements such as costumes, or scenery within their creative process 	<ul style="list-style-type: none"> imagine and describe how a character's intentions and actions will impact interactions and outcomes select, combine, and experiment with vocal elements and movement elements to create drama and convey specific concrete or abstract ideas or meanings as a design team, conceptualize design elements such as costumes or scenery within their creative process in support of the story 	<ul style="list-style-type: none"> imagine and propose multiple creative solutions to one artistic or technical challenge create a piece of drama by selecting and combining techniques and forms together in a novel way identify potential design challenges that would need to be addressed within the creative process 	<ul style="list-style-type: none"> experiment with a wide range of ideas using prior knowledge and imaginative ideas when devising their own drama incorporate other performing arts approaches to create an effective drama experience, considering suitable choices of music and forms of movement identify design challenges and address and present several iterations of possible solutions to collaborators 	<ul style="list-style-type: none"> propose a variety of novel or unusual solutions to complex artistic challenges adapt and apply multiple techniques and concepts into own work imagine and explore solutions to technical design challenges within real-world parameters, such as a specific performance space or limited resources modify design ideas in response to limitations while still addressing intended concepts
Curious	<ul style="list-style-type: none"> wonder about and question what they see engage in imaginative play 	<ul style="list-style-type: none"> wonder about and question what they see and hear in stories and dramatic work engage in imaginative play with a specific prompt 	<ul style="list-style-type: none"> engage and experiment with simple forms of drama engage in imaginative play exploring multiple possibilities to a given prompt 	<ul style="list-style-type: none"> engage and experiment with familiar and unfamiliar forms of drama engage in imaginative play and experiment with unfamiliar contexts 	<ul style="list-style-type: none"> engage and experiment with a variety of dramatic works and identify their own questions related to the work engage in theatre games and improvisation and explore new theatrical processes 	<ul style="list-style-type: none"> engage with a wide variety of dramatic works, identifying and pursuing their own questions is curious about and keen to embody a character and interact with other characters 	<ul style="list-style-type: none"> explore and discuss questions and meanings related to a dramatic work and curious to hear others' questions and interpretations is curious about and keen to embody a character within a complete story 	<ul style="list-style-type: none"> initiate self-guided research in response to a dramatic work, theatre skill or practice engage in curious experimentation about various theatrical tools that support the communication of the story 	<ul style="list-style-type: none"> initiate explorations of familiar and unfamiliar artistic productions and processes is curious about and keen to experiment with director and designer roles 	<ul style="list-style-type: none"> pose questions to offer multiple possibilities within the creative process. "What If . . ." "What else . . ." is curious about the effects alternative choices would have on a theatrical work 	<ul style="list-style-type: none"> ask astute questions about their own and others' learning in order to improve their own work "What If . . ." seek out multiple interpretations and meanings, and is able to tolerate ambiguity and abstract ideas

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Reflective	<ul style="list-style-type: none"> recall and describe moments or ideas from collaborative play experiences or a dramatic work 	<ul style="list-style-type: none"> recall and describe moments, ideas, and feelings from collaborative play experiences or a dramatic work with more detail 	<ul style="list-style-type: none"> recall and share details from a dramatic work or collaborative play using multiple modalities 	<ul style="list-style-type: none"> recall and share details from a dramatic work with accuracy and clarity recall moments and recognize when choices are made within a structured drama experience consider simple revisions based on trialing ideas 	<ul style="list-style-type: none"> accurately recall and share details from a dramatic work with an awareness and distinction of both content and production choices consider other choices that could be made in their own creative work as well as the work made by others, "What else . . . ?" "What if . . . ?" identify choices that contributed to success and consider simple revisions to improve their work 	<ul style="list-style-type: none"> accurately recall and share detailed observations from a dramatic work and begin to analyze components to offer possible interpretations discuss and actively explore possible choices that could be made within a dramatic activity, identifying what worked well and posing ideas for improvement describe basic aspects of their own creative and choice making process begin to describe their role and contributions within collaborative drama work 	<ul style="list-style-type: none"> share detailed observation and analysis of a dramatic work supporting interpretations with observable evidence implement simple revisions and analyze the impact of the choices made analyze basic aspects of their own artistic processes of rehearsing, performing, & creating describe their role and artistic contributions within collaborative dramatic work and ensembles 	<ul style="list-style-type: none"> consider multiple interpretations for a performance and support with observable evidence begin to evaluate their own dramatic work given a set of simple criteria begin to evaluate their own artistic processes of rehearsing, performing, & creating begin to evaluate their artistic contributions within collaborative dramatic work and ensembles 	<ul style="list-style-type: none"> propose and support multiple and possibly contradictory interpretations for a performance using observable evidence critically evaluate their own dramatic work given a set of criteria critically evaluate their own artistic processes of rehearsing, performing, & creating critically evaluate their artistic contributions within collaborative dramatic work and ensembles 	<ul style="list-style-type: none"> consider multiple and possibly contradictory interpretations for a performance and make connections to their own lives, experiences, or the larger world evaluate their own creative process, artistic contributions, ensemble work, or dramatic performance show insight into their own processes with a beginning awareness of individual artistic voice 	<ul style="list-style-type: none"> reflect continuously and intrinsically on their own dramatic work and the work of others as part of their artistic practice show insight into their own processes with an increased awareness of individual artistic voice

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Performers	<ul style="list-style-type: none"> • explore different ways voice can be used in speech, sound, and song within imaginative play • explore different ways the body can move 	<ul style="list-style-type: none"> • explore different ways voice can be used in dramatic exercises using speech and sound • show awareness of the body and its parts; explore different physical postures and movements 	<ul style="list-style-type: none"> • memorize and recite simple lines of text in a sharing setting • explore different physical choices in response to given situations or circumstances • show a willingness to repeat exercises 	<ul style="list-style-type: none"> • memorize and recite lines of text with added accuracy and length • explore different vocal choices (e.g. inflection, pacing) with prompting and simple direction • use a variety of body and face gestures to communicate character traits and emotions, with prompting and simple direction • repeat and practice vocal and physical exercises 	<ul style="list-style-type: none"> • memorize and recite lines of text with increasing confidence to a designated audience • show awareness of relationships between body and voice • alter body and voice to expand and articulate nuances of a character in guided drama work • understand that repetition and rehearsal leads to growth of artistic skills 	<ul style="list-style-type: none"> • synthesize physical elements of the actor's instrument (e.g. gesture, voice, movement) to bring short scripted pieces to life • show basic awareness of the audience when performing (e.g. facing the performance towards the audience, projecting voice, being seen and heard) • maintain consistent focus in exercises and rehearsals 	<ul style="list-style-type: none"> • make basic acting choices based in text analysis and applied to actor's instrument • demonstrate an understanding of the stage space and is able to follow basic blocking • maintain focus after making mistakes both within rehearsals and presenting contexts 	<ul style="list-style-type: none"> • draft iterations of acting choices based in text analysis through repetition and rehearsal • work independently and maintain concentration when not the focus of a rehearsal or scene • memorize lines and participate in an ensemble with intrinsic motivation 	<ul style="list-style-type: none"> • make acting choices based in text analysis, as well as adjust and modify choices based on outside direction • understand how dramatic exercises and techniques can be applied to a performance or dramatic work • develop and maintain intrinsically motivated preparation and rehearsal skill 	<ul style="list-style-type: none"> • make acting choices based in text analysis and direction and begin to make modifications in response to style and tone of performance • is aware of the relationship with an audience and engages them throughout a performance • develop an understanding that consistency in a performance is the result of ongoing development and practice 	<ul style="list-style-type: none"> • perform in a range of styles, both individually and as part of a group, with increasing flair and confidence, adapting use of gesture, facial expression, movement and tone of voice to reflect the tone and atmosphere of the performance • experience joy in performance stemming from a focused and flexible relationship with the ensemble and the audience • demonstrate a personal investment in a rehearsal process until the desired outcome is achieved
Literate	<ul style="list-style-type: none"> • notice the difference between a story, song, or a play 	<ul style="list-style-type: none"> • show awareness of the difference between an actor and the character 	<ul style="list-style-type: none"> • understand the distinction between scripted plays and improvisation • understand and perform from a simple script through oral repetition 	<ul style="list-style-type: none"> • identify the themes, big ideas, or mood in a piece of theatre • identify stage space locations (upstage, downstage, right, left, center) • respond to simple direction 	<ul style="list-style-type: none"> • identify similarities in dramatic themes and moods when comparing multiple stories and plays • differentiate between lines and stage directions when following a simple script • respond to simple vocal, physical and text directions 	<ul style="list-style-type: none"> • articulate the style, genre, theme, and main conflict in a dramatic work using theatre terminology • use basic theatrical vocabulary to communicate ideas to teacher and peers 	<ul style="list-style-type: none"> • identify the 5 Ws in relationship to a scene or play • demonstrate appropriate use of staging and technical language when working on a piece of theatre • identify a character's wants/objective in a scene 	<ul style="list-style-type: none"> • make hypotheses about plot events from context clues in a simple play • describe the roles within a theatre production (e.g., director, stage manager, set designer, actor, choreographer) 	<ul style="list-style-type: none"> • identify evidence in a script to explore intended messages and interpretation • articulate the reasoning behind making a choice as an actor, director, or designer during a theatre making process • give and receive direction through active verbs 	<ul style="list-style-type: none"> • identify evidence in a script to support their own ideas and theories • understand design concepts and can identify their impact on a production • discuss making (devising) theatre using accurate terminology for concepts and processes 	<ul style="list-style-type: none"> • analyze dramatic texts and productions, including historical and cultural contexts • identify and describe multiple theatrical styles and traditions • use the language of multiple theatre professions in their creative process to succinctly communicate an artistic goal

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Perceptive	<ul style="list-style-type: none">• listen and focus on the person telling a simple story	<ul style="list-style-type: none">• engage when listening to stories and viewing performances• identify basic story progression	<ul style="list-style-type: none">• engage when listening to a story and identify basic plot of a story• identify the plot of a theatrical work and respond on topic	<ul style="list-style-type: none">• identify characters, settings, and basic plot after hearing a story or viewing a performance• understand the relationship of body, voice, and mind in their own performance or when viewing a theatrical work	<ul style="list-style-type: none">• identify features of a dramatic work including characters, settings, plot, and basic aesthetic choices	<ul style="list-style-type: none">• identify features of a dramatic work including characters, settings, plot, aesthetic choices, and understand how these elements work together to tell the story• identify basic design elements in a dramatic work (costumes, set, and props)• imagine and develop characters by observing people around them	<ul style="list-style-type: none">• engage with a full-length dramatic work, observe and describe detailed features, aesthetic choices, and make personal connections to the work• articulate how multiple design elements work together in collaboration within a dramatic work	<ul style="list-style-type: none">• engage with a full-length dramatic work, and understand that a dramatic work can have multiple interpretations• articulate how multiple design and technical elements (lighting, sound, projections) are integrated into a dramatic work	<ul style="list-style-type: none">• identify large-scale features of a dramatic work including genre, theme, and form• articulate the ways in which design and technical choices impact how an audience views and interprets a work• apply and incorporate key features of aesthetic choice within their own creative work	<ul style="list-style-type: none">• engage with a full-length dramatic work and make connections to their personal lives and community• identify possible challenges in a script or play that designers had to address in production	<ul style="list-style-type: none">• engage with a full-length dramatic work and make connections to the global community• identify advancements in theatrical design and technical elements and articulate their impact on aesthetic choices

