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| **MYP5 Drama: Artists Make a Difference** |

In MYP Arts, **‘Artist’ is an umbrella term** covering all forms of creative expression. **An actor is an artist**, as is a **designer, a director, a theorist** or anybody else involved in creating performance work. A musician is also an artist, as is a composer, or a designer, or a painter etc. **Art and artwork** are also umbrella terms, and can mean performance, music, visual art, photography, design, dance etc.

**How might artists make a difference?**

By Communicating a message

Raising awareness

Making a social and/or political statement through art

Encouraging self reflection and action

Promoting open mindedness and tolerance

Pushing for peace

Commenting directly on an event or local/global issue

Empowering an individual or community, giving them a voice.

Generating a strong emotional response/impact in an audience

Motivating action within a community/group of people

Protesting against a person, group, government etc through art

Bringing attention to something

Imagining a hopeful future

Confronting power and privilege

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**Example One: Photography**

This famous photo brought world attention to the events happening in China at the time of the ‘Tiananmen Square Massacre’. You can read more about Tank Man [here](https://www.independent.co.uk/news/world/asia/tiananmen-square-what-happened-to-tank-man-9483398.html).



‘The image of Tank Man quickly became a powerful symbol of both the bloody events of 4 June 1989 and of non-violent resistance, but the identity of the ‘unknown rebel’ and his fate remains unknown.’("Tiananmen Square 25Th Anniversary: What Happened To Tank Man?")

**Example Two: Music/Video**

<https://www.youtube.com/watch?time_continue=140&v=wEBlaMOmKV4>

‘The 1960s were a significant period for artists, with the civil rights movement defining much of what was happening in the media. Out of this time comes one of the most famous protest songs – Sam Cooke’s ‘A Change Is Gonna Come’. Living as a black man in 1960s America, Cooke was no stranger to racism and after being turned away from a whites-only motel in Louisiana, he felt compelled to write about the struggles of African Americans’. ("A Brief History Of Protest Songs")

**Example Three: Performance**

[**https://youtu.be/IbmprCvrJOA**](https://youtu.be/IbmprCvrJOA) (start at 1.36)

The Cost of Living is a famous piece by [DV8](https://www.dv8.co.uk/projects), an innovative fully inclusive physical theatre company. The piece is a comment on British society that challenges and shocks. ("DV8’S Incredible Dance Film ‘The Cost Of Living’")

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| Think, Pair, Share  What are some of the events that have shaped the world? (Inquiry Question) Can you think of any real world examples of art that has made/is making a difference? Can you think of a piece of art that has had an impact on you? |

**Art has the power to impact the world**

How can we make a difference through Drama?

The unit title is **‘Artists Make a Difference’** and the Statement of Inquiry is **‘Art has the power to impact the world’**. You have started to explore some of the ways in which other artists have **made a difference** and **impacted the world** through their work.

The practical outcome for this unit will be a performance, **‘intended to make a difference because it highlights a world issue, provokes thought and/or raises awareness’** (resources.ibo.org)

With that in mind, can you already think of any skills and techniques you could use? Do you know about any theatre practitioners that have **impacted the world** in this way through their work?

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| Make some notes here: |

**Fairness and Development**

The Global Context for this unit is **Fairness and Development**

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**https://www.excitededucator.com/2014/09/the-next-chapter-myp-global-context.html**

As you already know, the performance you create for assessment must be, **‘intended to make a difference because it highlights a world issue, provokes thought and/or raises awareness’** (resources.ibo.org)

These world issues could include (but are not limited to) **conflict, cultural tolerance, environmental waste, drought, famine, gender equality, natural or manmade disasters, political asylum, racism, refugees.’** (resources.ibo.org)

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| Are there any global or local issues related to **Fairness and Development** that you would particularly like to focus on? Make notes on any initial ideas, including the **impact** you might want to make or a message that you would like to **communicate**? You could also insert any images/links that inspire you, but don’t forget to cite the source. |

**Connections**

The **Learner Profile** attributes for this unit are:

**Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Communicators**

We express ourselves condently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Risk Takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

("Managebac")

The **ATLS** for the unit are:

#### **Communication skills**

Exchanging thoughts, messages and information effectively through interaction

→Interpret and use effectively modes of non-verbal communication

#### **Collaboration skills**

Working effectively with others

→Exercise leadership and take on a variety of roles within group work

("Managebac")

**Inquiry through Action**

Devising task: 45 minutes to prepare

Choose one of these starting points

<https://centrepoint.org.uk/youth-homelessness/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/child-refugees-and-asylum-seekers/>

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

Working in a group of between 2 and 5, develop a short performance (max 3 mins) developed from your chosen starting point. The play should **‘make a difference**’ in some way, so think about how you can creatively **communicate** a message and have some form of **impact** on the audience. Some of [these techniques](https://docs.google.com/document/d/1j1vPzK1rIWudE8bNdPQTv3i7coG4N88L8SDcvBGbYzw/edit?usp=sharing) might be worth experimenting with. Don’t stereotype or make fun of your issue. Be **principled.**

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| Once you have performed use audience feedback to help you gauge how clearly you **communicated** your message and how effective the **impact** on the audience was. Make notes so you can use them to help you in the next performance task. |

**Inquiry through Research**

There are lots of terms used to describe theatre that **makes a difference**, including Protest Theatre, Theatre for Change, Issue Based Drama and Applied Theatre. There are also many important practitioners and companies who have **made an impact** through their work, including Augusto Boal, whose work will be the main focus of your study this unit.

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| Research and share (45 minutes)  In small groups research your allocated areas and prepare to share 5-8 key findings about each with the class.  **Group One:**  Theatre in Education/Issue Based Drama  <https://www.bbc.com/bitesize/guides/zsbjn39/revision/3>  <https://www.wearegibber.com/blog/what-is-theatre-in-education/>  Applied Theatre/Theatre for Development/Participatory Theatre  <http://steinhardt.nyu.edu/music/edtheatre/programs/appliedtheatre>  http://dictionary.tdf.org/applied-theatre/  <http://participatesdgs.org/methods/theatre-development-tfd/>  https://www.youtube.com/watch?v=ph7\_nJP5MQs&t=6s  **Group Two:**  Political Theatre/Protest Theatre  <http://www.dramaonlinelibrary.com/genres/political-theatre-iid-2514>  <http://brooklynrail.org/2008/09/theater/the-power-of-political-theater>  <http://www.pahnation.com/what-is-protest-theatre/>  Epic Theatre  <http://www.thedramateacher.com/epic-theatre-conventions/>  https://www.bbc.co.uk/education/guides/zwmvd2p/revision  **Group Three:**  Theatre of the Oppressed <http://www.mandalaforchange.com/applied-theatre/theatre-of-the-oppressed/>  <https://www.theguardian.com/culture/2002/jul/24/artsfeatures>  Invisible and Guerilla Theatre  <http://beautifultrouble.org/tactic/invisible-theater/>  <https://sites.google.com/site/boaltpjctsd13/invisible-theatre>  <https://study.com/academy/lesson/guerrilla-theatre-definition-examples.html> |

Use this research to reflect back on your own performance and how you could have developed it.

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| Make some notes here, including ideas for ‘making a difference’ inspired by your research. |