

**DIATHEMATIKON PROGRAMMA**  
**CROSS-THEMATIC CURRICULUM FRAMEWORK**  
**FOR DRAMA AND THEATRE STUDIES**

**1. Teaching/learning aim**

The general aim of Drama and Theatre Studies is to encourage pupils to develop skills and abilities that will enable them to function effectively both as individuals and as contributing group members.

More specifically, through drama and theatre studies pupils should be given opportunities to:

- participate in a wide range of drama activities that promote creative self-expression;
- develop self-awareness and the ability to integrate smoothly into a group and cooperate with the other members of the group;
- develop their physical and mental abilities and explore and develop their emotional world;
- develop their aesthetic-artistic perception and appreciation, and produce their own artwork (pupils functioning both as art audience and as artists);
- become familiar with the cultural tradition of their own and of other countries;
- acquire knowledge of drama and the other arts and understand how they are related to culture and society;
- develop self-expression skills through speaking activities;
- be involved in drama writing activities and devise their own plays;
- become familiar with the history of drama ideas and movements that have contributed to the development of European culture and appreciate the value of cross-cultural and multicultural education;
- understand the concept of role;
- take part in a collective artistic effort (performance).
- become actively involved in the teaching/learning process;
- be involved in drama activities that offer opportunities for cross-thematic links between other subject areas;
- relate theory to practice.

**2. Content Guiding principles, General goals, Indicative Fundamental Cross-thematic Concepts**

**I. Primary school**

<b>Grade</b>	<b>Content Guiding Principles</b>	<b>General Goals (Knowledge, skills, attitudes and values)</b>	<b>Indicative Fundamental Cross-thematic Concepts</b>
<b>1<sup>st</sup> 2<sup>nd</sup></b>	<p>Developing body and body movement skills in relation to space, stage, group, partner</p> <p>Understanding structures of space, time, etc</p> <p>Movement exercises, dance, first experiences of rhythm and music</p> <p>Cooperation between partners</p> <p>First group exercises</p> <p>Psychomotor expression through</p>	<p><b>Pupils should:</b></p> <p>become familiar with their bodies;</p> <p>develop understanding of themselves and others;</p> <p>explore and realize their physical abilities;</p> <p>become smoothly integrated into a group and cooperate with the other members of the group;</p> <p>develop communication skills with emphasis on nonverbal communication;</p> <p>become familiar with different ways of thinking and self-expression;</p> <p>develop abilities for creative self-expression;</p> <p>develop their language abilities and</p>	<p><b>Collaboration</b></p> <p><b>Cooperation</b></p> <p><b>Space</b></p> <p><b>Movement</b></p> <p><b>Communication</b></p> <p><b>Interaction</b></p> <p><b>Dependence</b></p> <p><b>Form</b></p> <p><b>Organization</b></p> <p><b>Culture</b></p> <p><b>Tradition</b></p> <p><b>Time</b></p> <p><b>Change</b></p> <p><b>Development</b></p> <p><b>Similarity-Difference</b></p>

	<p>free play, prepared improvisation, pantomime, expressive movement, mime</p> <p><b>Drama-and-play-</b>relating drama and play to Visual Arts-activation through musical stimuli</p> <p><b>Dramatization</b> Increasing language competence and developing self expression skills through improvised dialogue and the elaboration of literary texts</p> <p><b>Developing different communication codes</b> Developing speaking skills-narrative techniques</p> <p>Introduction to dramatic dialogue</p> <p>Improving aesthetic expression and creation in relation to</p>	<p>self-expression skills through narration, description, accuracy and improvement of expression, dialogue, discussion, etc;</p> <p>develop aesthetic-artistic awareness in order to be able to function both as a member of the audience and as artists;</p> <p>develop the necessary skills for and a positive attitude towards cooperation, social participation, autonomy and freedom;</p> <p>become familiar with all types of art;</p> <p>be introduced to works of art from their locality and from a variety of cultures in order to appreciate the richness of their cultural heritage;</p>	
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	<p>various kinds of artistic activities: direct aesthetic experience, familiarization with the other arts and participation in theatrical productions (puppet shows, shadow theatre, i.e. Karagiozis, etc.)</p>		
<p><b>3<sup>rd</sup></b> <b>4<sup>th</sup></b></p>	<p>Assisting the development of the art of movement at an early age level by encouraging mainly the individual's initiative and group work.</p> <p>Further development of the child's relation to action and to behaviour patterns which can lead to dramatization.</p> <p>Enhancing the child's relation to speech and offering possibilities for communication</p>	<p>The general goals are about the same as those of the 1<sup>st</sup> and 2<sup>nd</sup> grades. At this level, due to the children's personal, physical, mental and psychological development and the fact that children can function more effectively within a group by setting the limits to themselves and to others more easily, the goals are broadened in relation to those described at the previous level.</p>	<p><b>Movement</b> <b>Space</b> <b>Interaction</b> <b>Collaboration</b> <b>Cooperation</b> <b>Persona</b> <b>Organization</b> <b>Acting</b> <b>Idea</b> <b>Form</b> <b>Structure</b> <b>Message</b> <b>Code</b> <b>Time</b> <b>Change/</b> <b>Adaptation</b> <b>Development</b> <b>Communication</b> <b>Culture</b> <b>Tradition</b> <b>Similarity-</b></p>

	<p>communication through language.</p> <p>Contact with literary texts. The theatrical code as a tool for learning and establishing contact with other codes (i.e. school subjects).</p> <p>Developing drama awareness:</p> <ol style="list-style-type: none"> <li>1. As part of the audience, familiarization with the play.</li> <li>2. First attempts for a theatrical production (personal experience).</li> </ol> <p>Linking of the sectors of Aesthetic Education.</p>		<p><b>Difference</b></p> <p><b>Interculturalism</b></p>
	<p>Activation and use of body skills. Improvisation - 'Drama-and-play' activities.</p>	<p>At this level, due to the pupils' personal, physical, mental and psychological development and the increase of group membership and aesthetic awareness pupils can receive and process stimuli related to</p>	<p><b>Movement- Dynamics- Intensity</b></p> <p><b>Space</b></p> <p><b>Interaction</b></p> <p><b>Dependence</b></p>

	Drama text - dramatization. Acquaintance with Drama Art.	sonal expression in relation to space, language and texts, etc. In the last two grades of primary school pupils should be given the opportunity to experience drama in a more free and systematic way than at previous levels.	<b>Collaboration</b> <b>Cooperation</b> <b>Code</b> <b>Message</b> <b>Symbol</b> <b>Persona</b> <b>Organization</b> <b>Acting</b> <b>Rhythm</b> <b>Idea</b> <b>Form</b> <b>Structure</b> <b>Time</b> <b>Development</b> <b>Change</b> <b>Communication</b> <b>Culture</b> <b>Similarity- Difference</b> <b>Multiculturalism</b>
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## II. Junior High school

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 <sup>st</sup> 2 <sup>nd</sup>	Applications of dramatic expression	<b>Pupils should:</b> develop their physical, mental and emotional abilities;	<b>Movement-Dynamics-Intensity</b>

<b>3<sup>rd</sup></b>	<p>Behaviour analysis- character synthesis- role creation- principles of the creation of stage relations Elements of Theatre Studies Drama theory  Ancient drama  Analysis of dramatic texts  Dramatization  Drama techniques - writing workshops  Performance: Stage approaches: a) as audience mem- bers (stage and auditorium perspec- tives) and b) as creators  Coexistence of Theatre with the other Arts – Inter- culturalism.</p>	<p>develop self-expression skills in creative ways through speech and language;  develop their social skills, including the ability for smooth group integra- tion;  become aware of the concept of role;  acquire knowledge of drama and art and realize their relation to culture and society;  become familiar with the history of drama ideas and movements that have contributed to the development of European culture, and realize the value of cross-cultural and multicul- tural education;  become actively involved in the teaching/learning process;  adopt a cross-thematic approach to learning, integrating knowledge from different subject areas through drama;  relate theory to practice;  become familiar with drama writing</p>	<p><b>Space</b> <b>Communication</b> <b>Code</b> <b>Message</b> <b>Symbol</b> <b>Persona</b> <b>Synthesis-</b> <b>Balance-</b> <b>Organization</b> <b>Acting</b> <b>Rhythm</b> <b>Idea</b> <b>Form</b> <b>Structure</b> <b>Time</b> <b>Change</b> <b>Development</b> <b>Similarity-</b> <b>Difference</b> <b>Interculturalism</b> <b>Culture</b> <b>Tradition</b> <b>Collaboration</b> <b>Cooperation</b> <b>Aesthetics</b> <b>Style</b></p>
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		<p>techniques and produce their own dramatic texts;</p> <p>take part in a collective artistic effort (theatrical performance);</p> <p>develop their aesthetic perception and appreciation both as audience members and as artists.</p>	
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