

Draft Fine Arts - Drama Kindergarten to Grade 6 Curriculum

Drama (optional)

Drama is a medium for individual and group expression that fosters the pursuit of shared goals. Students learn to reflect and collaborate through creative interactions using the body and voice as expressive tools in the development of resiliency, empathy, and confidence. As students cultivate and refine dramatic skills and techniques, they develop both verbal and non-verbal communication through which they can create, present, appreciate, respond, and connect to the world around them. Dramatic processes allow students to develop perspectives through the exploration of characters, moods, and situations within historical, cultural, and contemporary contexts.

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| | Kindergarten | | | Grade 1 | | | Grade 2 | | |
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| Organizing Idea | Foundational Elements: Drama literacy is developed through knowledge and application of dramatic processes. | | | | | | | | |
| Guiding Question | How is play a form of expression in drama? | | | What is dramatic play? | | | How are play and the body related in drama? | | |
| Learning Outcome | Children investigate play in drama as a social and joyful activity. | | | Students examine dramatic play as a foundation for drama. | | | Students relate play and the body as a means to understand dramatic process. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>There are many different kinds of ways children can play, including</p> <ul style="list-style-type: none"> • parallel play • whole group • individual <p>Play can occur in personal space (self space) or in shared space (general space) with others.</p> <p>Safely moving through a play space requires awareness of how and where the body is moving in relation to others.</p> | <p>Play can be an individual or a social activity.</p> | <p>Engage in different kinds of play.</p> <p>Demonstrate safe ways to move within personal space and shared play spaces.</p> | <p>Dramatic play can be planned and may have a beginning and an ending.</p> <p>Play may have unpredictable outcomes, including what will happen or when it will stop.</p> <p>Auditory cues can be given by another performer or teacher to direct dramatic play.</p> <p>Play can be spontaneous or self-directed.</p> <p>Improvisation is a form of spontaneous play and can draw upon imagination.</p> <p>Puppetry and choral speech are dramatic forms that can be used to structure play.</p> <p>Play includes rules that need to be agreed upon by all participants.</p> | <p>Play has structure.</p> | <p>Participate in improvised and planned play.</p> <p>Experiment with how stories can be used to structure dramatic play.</p> <p>Use a variety of dramatic forms to express oneself through dramatic play.</p> <p>Discuss rules of play in a learning environment.</p> <p>Respond to auditory or visual cues in dramatic play.</p> | <p>Dramatic play can be based upon fictional or non-fictional characters, events, and situations.</p> <p>Dramatic forms can give structure to dramatic play, including choral speech, puppetry, and tableau.</p> <p>Tableau is a dramatic form that utilizes the body to create still images.</p> <p>Play can foster symbolic thinking by using tools and materials in different ways to represent an object or idea.</p> | <p>Dramatic play can represent new and imagined worlds.</p> | <p>Experiment with a variety of characters and events upon which to base dramatic play.</p> <p>Experiment with various dramatic forms as a way to structure play.</p> <p>Use dramatic play as a way to explore a character or situation.</p> <p>Explore and discuss how everyday objects can be used symbolically within drama activities.</p> |

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| | <p>Play can be about identifying and solving problems.</p> <p>Play includes rules, which need to be agreed upon by all participants.</p> <p>Learning through play can include</p> <ul style="list-style-type: none"> • cooperating with others • generating and expressing ideas • learning from mistakes • sharing materials | <p>Play is learning about how to interact with one another.</p> | <p>Practise applying problem-solving strategies in play.</p> <p>Discuss rules of play in a learning environment.</p> | <p>Imagination can be explored through improvisation.</p> <p>Dramatic play can include make-believe and pretend play.</p> <p>Inspiration for play can come from a variety of sources, including</p> <ul style="list-style-type: none"> • stories • imagination • music • television and film • real-life situations <p>Play can be enhanced by using tools and materials (stimuli) within the surrounding environment, including music, props, and costumes.</p> <p>Play can include expressive use of body movements and voice, including</p> <ul style="list-style-type: none"> • gestures • body levels and shapes • speed, direction, and weight of movement • facial expressions • vocal sounds, including high, low, loud, and soft | <p>Play supports the exploration of personal interests.</p> <p>Play can reflect what an individual wants to experience.</p> | <p>Explore different ways the body and voice can be used within dramatic play.</p> <p>Share imaginative ideas with one another.</p> <p>Respond to various stimuli within play.</p> <p>Incorporate various tools and materials to support play.</p> <p>Describe preferences related to dramatic play.</p> | <p>Play can contribute to an individual's well-being through the development of confidence, resiliency, and motivation.</p> <p>Dramatic play allows participants to experience other perspectives when exploring roles, characters, and situations.</p> <p>Play can support demonstration of knowledge in other areas of learning through creative expression, including</p> <ul style="list-style-type: none"> • creative movement • singing • storytelling • make-believe <p>Dramatic play can include rules that foster collaboration and trust.</p> <p>Dramatic play requires listening to understand one another.</p> | <p>Play is a means by which individuals can learn about themselves, others, and the world.</p> | <p>Discuss how play can develop awareness of others' feelings or perspectives.</p> <p>Explore how play can be used to demonstrate knowledge in other areas of learning.</p> <p>Consider and respond to others' ideas in dramatic play.</p> <p>Create criteria that outline rules of play.</p> |

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| | <p>Improvisation is a form of spontaneous play.</p> <p>Imagination can be explored through improvisation.</p> <p>Dramatic play can include make-believe and pretend play.</p> <p>Puppetry and choral speech are dramatic forms that can be used to support play.</p> <p>Inspiration for play can come from a variety of sources, including</p> <ul style="list-style-type: none"> • stories • imagination • music • television and film • real-life situations <p>Play can be enhanced by using tools and materials (stimuli) within the surrounding environment including music, props, and costumes.</p> <p>Play can include expressive use of body movements and voice, including</p> <ul style="list-style-type: none"> • gestures • body levels and shapes • speed, direction, and weight of movement • facial expressions | <p>Play is joyful, motivating, comforting, and freeing.</p> <p>Play is the starting point for experiences in the arts.</p> | <p>Share inspirations for dramatic play.</p> <p>Discuss feelings related to dramatic play.</p> <p>Use improvisation during dramatic play.</p> <p>Explore various ways to use the body and voice in play.</p> <p>Respond to various stimuli within play.</p> <p>Incorporate various tools and materials to support play.</p> | <p>Characters can be expressed through play.</p> <p>Play can be about identifying and solving problems.</p> <p>Learning through play can include</p> <ul style="list-style-type: none"> • cooperating with others • generating and expressing ideas • learning from mistakes • sharing materials <p>Play fosters the development of speaking skills, including speaking clearly, expressively, and with energy.</p> | <p>Play is a means by which individuals can learn about themselves.</p> | <p>Explore how to express a character within dramatic play.</p> <p>Discuss play experiences with one another.</p> <p>Practise moving with care and safety in dramatic play.</p> <p>Practise speaking clearly, expressively, and with energy.</p> | <p>The body communicates when still or moving.</p> <p>Where and how the body moves contributes to expression.</p> <p>Character can be represented through the body.</p> <p>Speaking skills can be used to develop character and include speaking with appropriate volume and ease.</p> <p>Imitation can be a method for exploring how the body can reproduce movement and vocal sounds in the development of a character.</p> <p>The body is emotionally sensitive and is supported when drama experiences foster collaboration and trust.</p> | <p>The body is mobile, expressive, and sensitive.</p> | <p>Explore how stillness and movement can contribute to dramatic play.</p> <p>Determine how body movements can change what the body is expressing.</p> <p>Experiment with various ways the body can communicate meaning when moving individually or as a group.</p> <p>Participate in activities that explore expressivity of the body and voice.</p> <p>Incorporate body movements and voice to explore character development.</p> <p>Extend speaking skills to include variations in volume and speaking with ease.</p> |

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| | | | | | | | <p>The way in which a body moves and expresses is unique to each person.</p> <p>Physical safety includes an understanding of the capabilities and limitations of the body and voice.</p> <p>The expressive capabilities of the body can be developed through warm-up activities and relaxation techniques.</p> | <p>The body, as a dramatic tool, needs exercise to be healthy and flexible.</p> <p>Maintaining a healthy body includes a knowledge of personal and physical safety.</p> | <p>Participate in drama activities and warm-ups that prepare the body and voice for expression.</p> <p>Demonstrate how to safely use the body and voice.</p> <p>Identify personal strengths and areas for growth in drama.</p> |

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| Organizing Idea | Creating and Presenting: Ideas can be represented dramatically through artworks that draw upon foundational knowledge. | | | | | | | | |
| Guiding Question | Where do ideas in drama originate? | | | How can ideas be expressed through drama? | | | How can a message be represented through drama? | | |
| Learning Outcome | Children explore and present ideas in and through dramatic play. | | | Students construct ideas for dramatic play using artistic choices. | | | Students experiment with how messages can be expressed through the body using dramatic play. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>An idea in dramatic play can be created and presented individually or in groups.</p> <p>Creating and presenting allows performers to represent their own ideas and experiences in meaningful ways.</p> <p>An idea in drama can be created and presented using</p> <ul style="list-style-type: none"> • the body • movement or dance • singing or speaking • props • music • costumes • imagination <p>Dramatic forms can structure ideas within dramatic play.</p> <p>An idea in drama can be presented informally, as in a drama class, or formally, including in a concert.</p> <p>Participating as an audience member or as a performer includes expectations or rules (artistic protocols and etiquette).</p> | <p>Communicating an idea in drama involves creating and presenting.</p> <p>An idea in drama can communicate feelings and preferences.</p> | <p>Create ideas through dramatic play.</p> <p>Share ideas discovered in dramatic play with one another.</p> <p>Participate in a variety of speaking, singing, and movement activities.</p> <p>Present ideas using a variety of dramatic forms.</p> <p>Participate as a performer and as an audience member in a variety of drama experiences.</p> <p>Recognize how to follow expectations or rules when participating as an audience member and as a performer.</p> | <p>Improvisation is a way to generate ideas without planning.</p> <p>Dramatic forms, including puppetry, can involve improvisation.</p> <p>Artistic choices can help develop an idea in drama.</p> <p>An idea in drama can come from</p> <ul style="list-style-type: none"> • stories • environment • music and sounds • other people or performers • film and television • artworks and images • characters | <p>An idea in drama can be generated and expressed through play.</p> <p>An actor is an individual who can create, appreciate, and perform ideas in drama.</p> | <p>Generate ideas through improvisation.</p> <p>Incorporate a beginning and an ending to a dramatic idea.</p> <p>Experiment with artistic choices when representing ideas in drama.</p> | <p>A performer makes artistic choices about how to communicate a message verbally and non-verbally.</p> <p>The meaning of a message can change as it is passed along from one performer to another.</p> <p>Non-verbal communication of a message can include the use of</p> <ul style="list-style-type: none"> • dramatic forms • body position • gestures and movement • body language • facial expressions • use of space, including proximity <p>Non-verbal communication can require an awareness of moving the body safely through personal and shared spaces.</p> | <p>Verbal and non-verbal communication of a message can be shared in a variety of ways in drama.</p> <p>Feelings and experiences of a character or situation can be communicated verbally and non-verbally.</p> | <p>Express a message in drama using verbal and non-verbal communication.</p> <p>Play a variety of drama activities that explore opportunities for non-verbal and verbal expression.</p> <p>Create ways to communicate non-verbally when moving through self space and shared space.</p> <p>Make artistic choices to shape the development of a message in drama.</p> <p>Represent a character, feeling, or situation verbally and non-verbally.</p> <p>Experiment with dramatic forms to express a message individually and with others.</p> |

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| | <p>An idea for drama can come from imagination.</p> <p>Sharing and discussing ideas with others can support collaboration within dramatic play.</p> <p>Artistic ideas can be developed and shared through drama warm-ups and activities.</p> | <p>An artistic idea in drama can be unique, shared, or borrowed.</p> <p>An artistic idea can be developed through interacting with one another in drama.</p> | <p>Share and accept ideas from one another in dramatic play.</p> <p>Participate in drama activities and warm-ups.</p> | <p>Ideas in drama can reflect feelings, interests, and preferences.</p> <p>Collaboration can foster a safe learning environment in drama through listening to one another's ideas, problem solving, and making decisions.</p> <p>Choral speech requires collaboration to speak expressively in unison.</p> <p>Problems or challenges related to dramatic expression can be solved by asking for help.</p> <p>Participating as an audience member or as a performer includes expectations or rules (artistic protocols and etiquette).</p> | <p>An idea in drama can come from brainstorming and collaboration.</p> | <p>Collaborate with others when generating and representing ideas.</p> <p>Participate as an audience member and as a performer in a variety of drama experiences.</p> <p>Identify ways to solve problems or challenges in dramatic play.</p> <p>Recognize how to follow expectations or rules when participating as an audience member and as a performer.</p> | <p>A message in drama can be generated, sent, received, and interpreted.</p> <p>Improvisation can be used to generate and send a message in drama.</p> <p>Structure in dramatic play can help an audience know when the dramatic expression begins and ends.</p> <p>Empathy and perspectives can be gained through creating, viewing, and performing.</p> <p>Expectations for participating in drama, known as artistic protocols and etiquette, can change depending on the context in which the dramatic work is experienced.</p> | <p>The sharing of a message involves a relationship between the performer and the audience.</p> <p>Audience members can have different feelings about dramatic works.</p> | <p>Participate as an audience member and as a performer in a variety of drama experiences.</p> <p>Demonstrate an understanding of artistic protocols and etiquette within various dramatic experiences.</p> <p>Use improvisation to communicate a message.</p> <p>Express a message that has a clear beginning and ending in dramatic play.</p> <p>Share interpretations or feelings about dramatic works with one another.</p> |

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| | | | | <p>Drama activities and warm-ups can provide opportunities to practise using the body, movements, and voice in dramatic expressions.</p> <p>Rehearsal in drama is a way to practise a skill or expression of a dramatic idea.</p> <p>An idea in drama can be presented informally, as in a drama class, or formally, including in a concert.</p> <p>Practice can require repetition of a skill or presentation in order to learn it well.</p> | <p>Developing an idea though drama may take practice.</p> | <p>Participate in a variety of drama activities and warm-ups.</p> <p>Practise accepting ideas from one another within dramatic play.</p> <p>Rehearse dramatic ideas before performing for an audience.</p> | <p>Creative processes can include</p> <ul style="list-style-type: none"> • practice • generating an idea • receiving feedback • reflection <p>Problems or challenges related to creating a message in drama can be solved by asking for feedback and by rehearsing.</p> <p>Practice and rehearsal can help clarify roles and refine skills and techniques in drama.</p> | <p>Development of a message in drama can involve creative processes.</p> | <p>Apply creative processes to develop a message within dramatic play.</p> <p>Rehearse dramatic expressions before performing for an audience.</p> |

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| Organizing Idea | Appreciation: Recognizing beauty, goodness, and truth in drama can be developed by understanding the complexity and richness of great dramatic works, the artists who create and perform them, and the historical and cultural contexts from which they originate. | | | | | | | | |
| Guiding Question | What is the function of drama in local communities? | | | What function did drama serve in ancient China, ancient Egypt, and prehistoric times? | | | How might cultures from the past and present contribute to an appreciation of drama? | | |
| Learning Outcome | Children examine the function of drama in the lives of individuals. | | | Students investigate the function of drama in ancient times and present day. | | | Students investigate culture in relation to drama from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit drama and storytelling. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>The function of drama and storytelling common to many communities can include expression of</p> <ul style="list-style-type: none"> spiritual and religious beliefs culture celebrations entertainment <p>Beliefs and traditions can be communicated through stories, which can include</p> <ul style="list-style-type: none"> <i>trolls and fairies</i> <i>Trickster themes in Nanabush stories</i> from Indigenous folklore <i>Anansi stories</i> from West African folklore <p>Drama is present in many forms, including plays, movies, and playing with friends.</p> <p>The function of drama can be to invent new ways of expressing oneself.</p> | <p>Drama can have a specific function in the lives of individuals.</p> | <p>Share personal experiences with drama.</p> <p>Explore a variety of performances from local communities.</p> | <p>From ancient times to present, drama can communicate ways of life, including</p> <ul style="list-style-type: none"> spiritual and religious beliefs culture celebrations entertainment <p>Drama is present in many forms, including plays, movies, and playing with friends.</p> | <p>Drama can have a specific function in a community.</p> | <p>Discuss how the dramatic expressions of others can communicate aspects of culture.</p> <p>Explore a variety of performances from local communities.</p> | <p>Experiences with drama can include learning about drama from the past and the people who created and performed plays.</p> <p>Theatre was created in ancient Greece as a way to stage a dramatic performance.</p> <p>Theatre in ancient Greece evolved from religious rituals.</p> <p>The culture of Greek theatre was known for</p> <ul style="list-style-type: none"> outdoor performances the use of masks of exaggerated expressions two types of plays called comedy and tragedy a chorus of actors who spoke and sung in unison <p>Dramatic plays included topics that were important to the people of ancient Greece and part of community life.</p> | <p>Culture is what people do and a way of thinking.</p> <p>Drama from various times and places can be representative of a culture.</p> | <p>Discuss how culture may be communicated through drama.</p> <p>Participate in dramatizations based on comedies and tragedies.</p> |

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| | | | | <p>Imitation was a common form of dramatic expression in prehistoric communities (mimesis).</p> <p>Dramatic expression was found in ancient cave paintings and engravings that show humans imitating animals by wearing animal heads and skins as a form of costume.</p> <p>In ancient Egypt, masks were often worn while performing rituals and ceremonies about the life of the pharaoh and other myths.</p> <p>Drama performances in ancient China featured movement, dance, and martial arts.</p> <p>Stories told through drama performances were based on Chinese traditions and beliefs.</p> <p>Drama in ancient China included the use of puppet shows and shadow plays.</p> | <p>Ancient societies used drama for a variety of functions.</p> <p>Knowledge about people who lived a long time ago can be learned through drama.</p> | <p>Represent animals in dramatic play.</p> <p>Use movement and dance as a way to tell stories.</p> <p>Explore puppet shows and shadow plays as a form of drama.</p> | <p>First Nations, Métis, and Inuit communities have specific protocols related to how, when, or with whom stories are shared.</p> <p>First Nations, Métis, and Inuit storytelling includes oral traditions that can be passed on between and among individuals and communities with proper protocol.</p> <p>Storytelling can reflect</p> <ul style="list-style-type: none"> • cultural beliefs • history • relationship • ways of life • intergenerational knowledge <p>First Nations, Métis, and Inuit storytelling is holistic in nature and can have individual and collective benefits, including</p> <ul style="list-style-type: none"> • social well-being • physical health • spiritual connection • emotional and mental well-being • intellectual development | <p>Culture can be revealed through First Nations, Métis, and Inuit storytelling.</p> <p>First Nations, Métis, and Inuit storytelling can establish a sense of community and well-being among participants.</p> | <p>Examine how culture is communicated through First Nations, Métis, and Inuit storytelling.</p> <p>Experience First Nations, Métis, or Inuit storytelling.</p> <p>Discuss how storytelling can contribute to personal well-being.</p> | | | |

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| | Grade 3 | | | Grade 4 | | |
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| Organizing Idea | Foundational Elements: Drama literacy is developed through knowledge and application of dramatic processes. | | | | | |
| Guiding Question | How can an understanding of the body influence expression? | | | How does the voice and the body contribute to an understanding of dramatic expression? | | |
| Learning Outcome | Students analyze how the body can portray character in a variety of dramatic contexts. | | | Students relate the voice and the body as a means to portray roles, characters, and situations. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>The body can represent the material world through drama, including animals, objects, and the environment.</p> <p>Individuals express meaning with the body in various ways.</p> <p>Mime is a dramatic form that uses specific movements to communicate non-verbally.</p> <p>Physical theatre is a dramatic form that uses body movements to tell a story.</p> | <p>The body is dynamic and can be used to express meaning.</p> | <p>Explore how different body movements can communicate meaning.</p> <p>Demonstrate how various dramatic forms can support expression.</p> <p>Discuss how various dramatic forms can be used to tell a story.</p> | <p>Empathy is the ability to share the feelings of another individual.</p> <p>Role-playing skills support the ability to use the body to</p> <ul style="list-style-type: none"> take on the attitude of another individual assume the physical attributes of another individual empathize the situation of another individual <p>Imagination and prior knowledge can guide role play.</p> <p>Group drama is a dramatic form used to collaboratively build a dramatization through the acceptance of ideas.</p> | <p>The body and mind connect thinking and feeling to make meaning.</p> <p>What a person is thinking and how they are feeling can influence how they portray a character.</p> | <p>Discuss how empathy and perspectives can guide character development.</p> <p>Experiment with role play in the development of a character.</p> <p>Make decisions as a group.</p> <p>Experiment with various dramatic forms to support individual and group expression.</p> |

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| | <p>Body actions can convey character through facial expressions, gestures, and body movements.</p> <p>The voice is part of the body and can be used to develop a character.</p> <p>Role play can support the exploration of a character.</p> <p>Character development can be supported by other characters.</p> <p>Choral speech as a dramatic form can support group expression, including</p> <ul style="list-style-type: none"> • speaking clearly • speaking with ease • learning to articulate • enjoyment of literature • exploring the flexibility of the voice <p>Warm-up activities for the body and voice can contribute to dramatic expression.</p> | <p>Character can be developed through the body.</p> <p>A performer's personal characteristics can be used as a starting point for character development.</p> | <p>Consider how personal characteristics can contribute to character development.</p> <p>Explore how changing body actions can communicate character, including feelings.</p> <p>Evaluate the effectiveness of body actions in the representation of character.</p> <p>Experiment with voice to convey a character.</p> <p>Participate in drama activities that prepare the body and voice for expression.</p> <p>Extend speaking skills to include appropriate volume, energy, and expressivity.</p> | <p>A character is developed through the body and in relation to the dramatic role and situation.</p> <p>A situation in drama has structure that includes time and place.</p> <p>Blocking involves body movement and positioning that contributes to the staging of presentations in drama.</p> <p>Body expression has a relationship to</p> <ul style="list-style-type: none"> • other characters • space • situations • props • voice | <p>The body can be analyzed through movement, space, and relationships.</p> <p>Expression can be enhanced when the body and voice are combined.</p> | <p>Sustain body actions in the representation of character.</p> <p>Analyze different ways of moving alone and with others.</p> <p>Experiment with how characters react in different situations.</p> <p>Explore how blocking can contribute to presentations in drama.</p> <p>Explore how combining the body and voice can contribute to character development.</p> |

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| | | | | <p>Speaking skills can help develop vocal expression through exploration of tone, volume, and timing.</p> <p>Radio play is an auditory dramatic form that features music, dialogue, and sound effects to highlight characters and story.</p> <p>Readers' theatre skills help develop the ability to communicate from a prepared script.</p> <p>Words and meaning can change based on</p> <ul style="list-style-type: none"> • tone • volume • timing • pace • rhythm <p>Soundscapes express environments, moods, and scenarios through the use of tone, breath, volume, and vocal sound effects.</p> <p>The voice has many qualities that make it identifiable (timbre) and can include shouting, whispering, singing, and speaking.</p> | <p>The voice is expressive.</p> <p>The voice can communicate intent in the way that it is used on its own or when paired with body movements.</p> | <p>Explore how changes in vocal quality can influence words and meaning.</p> <p>Use dramatic forms to support expressive use of the voice.</p> <p>Demonstrate how the voice contributes to a variety of dramatic situations.</p> |

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| | | | | <p>The diaphragm is a muscle that supports vocal health and production and projection of the voice.</p> <p>Voice production relies on body positioning.</p> <p>The body and the voice function optimally when warmed up and exercised.</p> <p>Safe projection of the voice includes appropriate breath support, volume, and control.</p> <p>The voice is the combination of breath and the vibration of vocal cords.</p> <p>Voice can be communicated through sign language and gesture.</p> | <p>The voice is dependent on the body.</p> | <p>Discuss how speech can be affected by how the body and voice are used.</p> <p>Use techniques for the safe production and projection of the voice through a variety of drama activities.</p> <p>Evaluate projection of the voice when speaking in a variety of spaces.</p> <p>Participate in warm-up activities that prepare the body and voice for expression.</p> |

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| Organizing Idea | Creating and Presenting: Ideas can be represented dramatically through artworks that draw upon foundational knowledge. | | | | | |
| Guiding Question | How can a message in drama reflect what we value and understand? | | | How can a narrative contribute to dramatic expression? | | |
| Learning Outcome | Students interpret how the communication of a message can be influenced by artistic choice in drama. | | | Students employ narrative as a structure for organizing, creating, and presenting dramatizations. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>Messages in drama can be created by imagination.</p> <p>A message can be structured using dramatic forms.</p> <p>A character's message can be communicated through artistic choices related to the voice and the body.</p> <p>Costumes and props can contribute to the creation of a message when used with intention.</p> <p>Speaking clearly and with ease contributes to effectively sharing a message.</p> | <p>Artists intentionally choose specific ways to effectively share a message.</p> <p>A single message can be expressed in numerous ways by applying artistic choices.</p> | <p>Make informed artistic choices to share a message through drama.</p> <p>Explain the reason for making specific artistic choices.</p> <p>Experiment with various ways to use the voice to perform a message in and out of character.</p> <p>Experiment with costumes and props as a way to enhance communication of a message.</p> <p>Identify when costumes or props are helping or hindering dramatic expression.</p> <p>Demonstrate how a single message can be expressed in many different ways.</p> | <p>A narrative in drama may or may not represent a sequence of events in the order in which they happened.</p> <p>A narrative in drama can be structured in a variety of ways, including</p> <ul style="list-style-type: none"> • a theme • a vignette – a short episode • a scene • an act • an entire play <p>Dramatic forms can give structure to a narrative.</p> <p>Inspiration for a narrative may come from</p> <ul style="list-style-type: none"> • stories • documentaries • different forms of media • conversations • imagination • people or characters | <p>A narrative in drama can be illustrated as a partial or whole representation.</p> <p>A narrative in drama can be factual or fictitious.</p> | <p>Choose an inspiration for a narrative.</p> <p>Explore various ways to structure a narrative.</p> |

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| | <p>Messages can be created for an intended audience and may have topics or themes that can be sensitive to some viewers.</p> <p>Messages can evoke different responses from an audience based on their beliefs, preferences, and feelings.</p> <p>A message in drama can represent a variety of themes or subjects, including ideas, culture, and events.</p> <p>A message in drama can be developed and clarified with the help of creative processes, including</p> <ul style="list-style-type: none"> • generating ideas • problem solving • reflection • giving and receiving feedback • refinement • rehearsal <p>A performer's message can be refined for future performances when feedback is considered.</p> <p>Messages expressed through drama are clear when rehearsed and performed with energy, appropriate volume, and expressivity.</p> <p>The circle is a symbol that can communicate messages in drama, including unity.</p> <p>Circle formations are found in drama and storytelling across various cultures of the world.</p> | <p>A message is at the centre of communication in drama.</p> <p>An audience receives and interprets messages communicated through dramatic expression.</p> <p>Messages can represent what an artist means to communicate through dramatizations.</p> | <p>Participate as an audience member and as a performer in drama.</p> <p>Discuss how a message in drama can evoke a response from an audience.</p> <p>Create a dramatization that communicates a message that is based on a theme or subject.</p> <p>Consider feedback from an audience to refine a message.</p> <p>Rehearse dramatizations before performing for an audience.</p> | <p>Points of view or perspectives can reflect feelings, experiences, and culture.</p> <p>Empathy can influence how a narrative is communicated.</p> <p>Communication of a narrative can feature a character's intention, status, or feelings through role play.</p> <p>Status communicates the relationships between two characters.</p> | <p>A narrative can communicate points of view or perspectives of an individual or group.</p> <p>The way in which dramatic processes are applied can communicate perspectives, ideas, and feelings.</p> | <p>Express a narrative from a point of view of another character or characters.</p> <p>Perform a narrative from a personal point of view.</p> |

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| | | | | <p>A performer can make experimental or informed artistic choices to shape a narrative, including the choice of</p> <ul style="list-style-type: none"> • costumes • props • sets • lights • voice • movement <p>Vocal expression can change the meaning of words expressed in a narrative.</p> <p>A narrative can be communicated non-verbally through the use of movements, as seen in mime or tableau.</p> <p>Blocking can help clarify positioning and movement of actors when performing a narrative.</p> <p>Dramatic forms, including readers' theatre and choral speech, are prepared scripts that can be used to tell a narrative.</p> <p>Vocal production and body movement may need to be adjusted when performing for an audience.</p> <p>A director can shape a narrative by giving verbal cues that guide the performer or ensemble.</p> <p>Creative processes, including rehearsal, can help a performer refine expression of a narrative in drama.</p> <p>Working with an ensemble can develop skills that can be transferred to other areas of learning.</p> | <p>A narrative in drama can be shaped by the performer(s), the director, and the audience.</p> | <p>Experiment with various ways to use the voice to represent a character within a narrative.</p> <p>Collaborate with others when creating and representing a narrative in drama.</p> <p>Perform narratives from a script.</p> <p>Represent a narrative non-verbally.</p> <p>Respond to verbal cues given by a director when rehearsing a narrative.</p> <p>Apply creative processes when creating a narrative.</p> <p>Participate as a performer and as an audience member in drama.</p> |

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| Organizing Idea | Appreciation: Recognizing beauty, goodness, and truth in drama can be developed by understanding the complexity and richness of great dramatic works, the artists who create and perform them, and the historical and cultural contexts from which they originate. | | | | | |
| Guiding Question | How can an understanding of culture contribute to learning about drama in ancient Rome and New France? | | | What is the role of culture in shaping drama from medieval Europe, medieval Islam, and Alberta? | | |
| Learning Outcome | Students relate how cultures of the past and present contribute to dramatic expression. | | | Students relate how culture is reflected in drama and storytelling across time and place. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>From historical times to today, cultures may have valued drama for cultural expression, entertainment, and education.</p> <p>Using vocabulary related to drama can contribute to discussions about drama.</p> <p>Artistic protocols and etiquette may change based on the community, culture, presentation, and location of a performance.</p> <p>The topics or themes expressed through drama may have a particular significance to the culture, time, and place in which they are expressed.</p> <p>Dramatic forms that originated from various cultures in the past continue to be used and valued today.</p> | <p>Drama was valued differently across cultures throughout history.</p> <p>An artistic community is a venue for artistic expression within various cultures.</p> | <p>Express how drama is valued in one's life and culture.</p> <p>Examine how drama can be used to express topics or themes that are important to individuals or cultures.</p> <p>Demonstrate how to follow artistic protocols and etiquette in various drama experiences.</p> | <p>Culture can be enhanced when members of a drama community participate, communicate, engage, and share responsibilities.</p> <p>The culture of an artistic community can support the caring and respectful inclusion of all participants.</p> | <p>When communities unite through the arts, culture can be learned.</p> <p>The culture of an artistic community is about shared ways of being together and reaching common goals.</p> | <p>Participate in drama as members of an artistic community.</p> <p>Demonstrate how artistic roles and responsibilities contribute to a sense of community.</p> |

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| | <p>Theatre and drama in ancient Rome was valued for its ability to entertain.</p> <p>Stories about gods and goddesses (mythology) in ancient Rome were commonly expressed through drama.</p> <p>Nearly all Roman plays, including the costumes used, were imitations or similar representations of Greek comedies and tragedies.</p> <p>Theatre in the round was a type of staging used in Greek and Roman theatre that provided enhanced sound and sightlines for an audience, as seen in the <i>Colosseum</i>.</p> <p>Roman theatre was well known for using stock characters and comedy, which led to the later development of clowning.</p> <p>A stock character represents a certain type of person or stereotype, such as a brave hero or a clumsy waiter.</p> <p>In ancient Rome, tragedies became less popular as people enjoyed and preferred the entertainment value of a comedy.</p> <p>Roman pantomime is a dramatic story told without words and characterized by the use of gestures, beautiful costumes, and masks.</p> <p>Mime emerged during Roman theatre as a way to interact with the chorus using dance and gestures.</p> | <p>Drama in ancient Rome reflected cultural beliefs and history.</p> <p>The cultures of ancient Rome had an influence on modern-day drama and theatre.</p> | <p>Create dramatizations based on comedy and tragedy.</p> <p>Explore pantomime and mime as dramatic forms.</p> <p>Use stories as an inspiration for dramatic expression.</p> | <p>First Nations, Métis, and Inuit knowledge shared through storytelling can</p> <ul style="list-style-type: none"> • share teachings and histories • communicate values and beliefs • show gratitude and reverence • demonstrate reciprocity • reflect spirituality • contribute to healing • guide and direct choices and actions <p>Communities in Alberta may share their cultural traditions through a variety of formal or informal dramatic practices, such as readings, recitations, and storytelling.</p> <p>Cowboy poetry is a form of performance that grew out of the culture of cowboys telling stories.</p> | <p>Drama and storytelling in Alberta can reflect the culture of those who came before us and those who live here now.</p> | <p>Investigate storytelling in a variety of Alberta cultures or contexts.</p> <p>Discuss knowledge that First Nations, Métis, and Inuit can share through storytelling.</p> <p>Explore cowboy poetry as a form of dramatic expression.</p> |

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| | <p>Storytelling and ceremony were significant aspects of First Nations culture for hundreds of years before the arrival of the Europeans.</p> <p>First Nations storytelling in New France reflected traditions and beliefs that continue to be honoured and celebrated today by First Nations, Métis, and Inuit.</p> <p>Protocols related to how or with whom stories are shared were part of First Nations culture in New France and continue to hold significant importance today.</p> <p><i>The Theatre of Neptune, by Marc Lescarbot in 1606</i>, is considered one of Canada's first formal European plays that incorporated music, including trumpets, cannons, and choral singing.</p> <p>The performance of <i>The Theatre of Neptune</i> took place on barges and canoes in Port Royal, and depicted French exploration and expeditions to Acadia.</p> <p>Theatre in New France was primarily performed by community members to provide entertainment and to celebrate the establishment of the French community.</p> | <p>Drama in New France reflected a combination of culture and traditions that served different purposes for the people who lived there.</p> | <p>Experience storytelling from various cultures.</p> | <p>Performers throughout the Middle Ages often used their art to transfer and preserve their skills and traditions.</p> <p>Performers may have been part of a membership called a guild and travelled and performed throughout various communities.</p> <p>Drama in the Middle Ages used various dramatic forms, including</p> <ul style="list-style-type: none"> • mime • acrobatics • juggling • singing (minstrels) • storytelling • shadow puppetry • narrative drama <p>Some performances in medieval Europe happened inside churches, while others were held outside, in towns and villages, for everyone to see.</p> <p>Performances in medieval Europe included various kinds of drama, such as</p> <ul style="list-style-type: none"> • stories based on the Bible • interludes, which are short comical plays • farces based on unlikely situations <p>Theatrical performances in medieval Islamic cultures included poetry recitations and storytelling that occurred outside.</p> <p><i>Rumi (1207–1273)</i> was an important Muslim poet who influenced many cultures and whose poetry is still recited today.</p> | <p>Culture was revealed through dramatic performances during the Middle Ages.</p> | <p>Experiment with dramatic forms used in the Middle Ages.</p> <p>Explore poetry as a form of dramatic expression.</p> |

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| Organizing Idea | Foundational Elements: Drama literacy is developed through knowledge and application of dramatic processes. | | | | | |
| Guiding Question | What effect does the combination of voice and staging have on the development of a dramatization? | | | How can voice and staging convey authenticity? | | |
| Learning Outcome | Students investigate voice and staging as a means of expression in drama. | | | Students associate voice with staging in the development of characters, roles, and situations. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>Tone of voice includes</p> <ul style="list-style-type: none"> • volume • emphasis • accent • intonation <p>Production of the voice includes</p> <ul style="list-style-type: none"> • vocal pitch • energy • tone • volume • projection • articulation • phrasing • pace <p>The voice and the body can reflect stereotypes and characters in drama.</p> <p>Stereotypes in drama are collections of personality traits or generalizations of what a character sounds like or looks like.</p> <p>An authentic character is an accurate and genuine representation of a person.</p> <p>Articulators are vocal organs in the body that influence sound and can include the</p> <ul style="list-style-type: none"> • lips • teeth • tongue • hard pallet • soft pallet <p>The articulators contribute to producing clear sounds and words and can be developed through vocal exercises, including tongue twisters.</p> | <p>The voice is an expressive instrument that is capable of producing and reproducing sound.</p> <p>The voice has a natural and distinguishable tone that can represent the uniqueness of an individual.</p> | <p>Experiment with how the voice can create a variety of sounds.</p> <p>Differentiate between stereotypes and authentic character.</p> <p>Explore the use of articulators in adjusting vocal sounds.</p> | <p>A voice can be blended with other voices to create a distinguishable tone.</p> <p>Individual and collective use of voice requires adjustments in</p> <ul style="list-style-type: none"> • volume • emphasis • accent • intonation • breathing <p>Production of voice as an ensemble requires listening to each other for</p> <ul style="list-style-type: none"> • vocal pitch • energy • tone • volume • projection • articulation • pace • phrasing <p>Balancing voices within an ensemble requires collaboration and compromise.</p> | <p>Voice is a powerful communication tool that can convey the uniqueness of an individual or ensemble.</p> | <p>Discuss how drama experiences contribute to knowing when and how to use the voice appropriately.</p> <p>Use the voice in unison to communicate intention.</p> <p>Evaluate the balance of voices within an ensemble.</p> <p>Extend vocal production to reflect character.</p> |

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| | <p>The voice is what is heard, felt, and imagined by an audience.</p> <p>The voice can be used to represent</p> <ul style="list-style-type: none"> • thoughts • feelings • experiences • imagination • personal attributes <p>The voice can represent the perspective of the character.</p> <p>The amount of breath used in vocal production will vary according to the performance space.</p> <p>Stage whispers require an excess release of breath to project the voice effectively.</p> | <p>The voice conveys a performer's intention in the way that it is used.</p> <p>The voice is released from the body with an appropriate amount of breath for the space, idea, and feeling.</p> | <p>Experiment with how the voice can shape the development of a character or situation.</p> <p>Explore how vocal release is dependent on body and breath.</p> | <p>Voice can begin with thought and breath and lead to verbal or non-verbal expression.</p> <p>Vocal expression can contribute to establishing the mood or setting of a dramatization.</p> <p>The mood in a drama refers to the overall emotional quality of a dramatic work.</p> <p>The setting in a drama can be a visual or auditory representation of the place in which the dramatic situation occurs.</p> <p>Intentional production and projection of the voice can communicate feelings, tension, and ease.</p> <p>The use of voice can evoke an emotional response from others, focus attention, or drive dramatic action.</p> <p>The voice can be used to make a character or situation more believable.</p> | <p>The voice can communicate a performer's intention to the audience and other performers.</p> <p>The voice expresses personality, style, and character.</p> | <p>Experiment with how the voice can establish mood or setting in a dramatization.</p> <p>Examine how the voice can support the believability of a character or situation.</p> <p>Examine how the voice can be used to develop authentic characters and stereotypes.</p> <p>Evaluate the use of voice in the development of a character, setting, and mood.</p> |
| | <p>Physical warm-ups for drama can include</p> <ul style="list-style-type: none"> • stretching • extensions • breath exercises • cardiovascular exercise <p>Vocal warm-ups for drama can include exercises for</p> <ul style="list-style-type: none"> • breath control • pitch variation • projection • articulation <p>Tension in the body and breath affects how the voice expresses thought and feeling.</p> | <p>The voice functions optimally when warmed up, exercised, and relaxed.</p> | <p>Participate in various ways to warm up the body and voice.</p> <p>Discuss how proper body and vocal warm-ups can contribute to dramatic expression.</p> <p>Explore how tension in the body and breath can influence vocal quality.</p> | <p>Voice work can include physical and vocal warm-ups.</p> <p>By releasing inefficient vocal and physical habits, opportunities for the voice emerge.</p> <p>Vocal hygiene includes efficient projection of voice and voice production.</p> <p>Vocal control requires awareness of body, breath, and release.</p> | <p>Voice work is physical and requires an awareness of body.</p> | <p>Discuss how inefficient vocal and physical habits can impede expression.</p> <p>Recognize the connection between body and voice in verbal expression.</p> <p>Participate in vocal and physical warm-ups.</p> |

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| | <p>Staging includes the movement of actors and objects in a performance space.</p> <p>Staging considerations include optimal audibility and visibility for an audience.</p> <p>Blocking is a performer's movement and positioning on stage that can influence expression.</p> <p>Body positions on stage can include full front, profile, and full back.</p> <p>Not all dramatic forms can be staged in the same way.</p> <p>A dramatization may include the audience as a participant in the performance.</p> <p>Audiences may engage in a performance in a variety of ways, including</p> <ul style="list-style-type: none"> • singing • using props • verbally answering questions from the performer(s) • suggesting ideas | <p>Any space can be transformed into a performance space.</p> <p>Staging supports expression in dramatic performances.</p> <p>Staging reflects the relationship between the audience and performer(s) within a performance space.</p> | <p>Identify various ways an audience can participate in a drama.</p> <p>Implement changes to a particular area to create a performance space.</p> <p>Explore how blocking can contribute to presentations in drama.</p> <p>Explore the effects that body positions can have on dramatic expression.</p> | <p>When staging decisions have a purpose, an audience's experience can be enhanced.</p> <p>Staging includes technical elements, dramatic forms, and audience placement.</p> <p>The world of the performance can be created with technical elements, including</p> <ul style="list-style-type: none"> • blocking • performers • sound • sets • props • costumes • lights <p>Dramatic tension can be created through the combination of blocking and technical elements.</p> <p>There are nine areas of the stage:</p> <ul style="list-style-type: none"> • upstage right • upstage centre • upstage left • centre right • centre • centre left • downstage right • downstage centre • downstage left <p>The names of the nine stage areas originated from the structure of a raked stage, where the stage tilts toward the audience.</p> <p>Downstage refers to the area closest to the audience.</p> <p>Body positions, including full front, profile, and full back, can be used in conjunction with the nine stage areas.</p> <p>Blocking is a performer's movement and positioning throughout the nine stage areas.</p> <p>A director can guide the movement of the performer(s) on stage.</p> | <p>Staging is the overall design of a performance.</p> <p>Staging creates the world of the performance so that the audience can look in.</p> <p>Staging includes the planning and movement of performer(s) on stage.</p> | <p>Incorporate technical elements in a dramatization.</p> <p>Respond to verbal cues that direct movement throughout the nine stage areas.</p> <p>Combine body positions and stage areas in the exploration of dramatic action.</p> <p>Discuss the advantages and disadvantages of blocking and staging choices.</p> <p>Examine various forms of staging presented in live or recorded performances.</p> |

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| | <p>Staging can enhance a dramatization through the use of</p> <ul style="list-style-type: none"> • movement or stillness • light or dark • sound or silence <p>Technical elements can be added to a performance to clarify ideas for an audience, and can include</p> <ul style="list-style-type: none"> • costumes • props • sounds • sets • lighting <p>Technical elements can influence an audience's experience of a dramatization.</p> | <p>Staging includes technical elements that can enhance a dramatization.</p> | <p>Explore the effects that technical elements have in a dramatization.</p> <p>Discuss the effectiveness of technical elements used in a dramatization.</p> | | | |

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| Organizing Idea | Creating and Presenting: Ideas can be represented dramatically through artworks that draw upon foundational knowledge. | | | | | |
| Guiding Question | How can a narrative in drama contribute to understanding diverse stories and experiences? | | | How can artistic intention strengthen communication of ideas in drama? | | |
| Learning Outcome | Students represent narratives based on a variety of inspirations and through the application of artistic choices. | | | Students express intention as an integral part of artistic expression in drama. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>The structure of a narrative can include a beginning, a problem, and a resolution.</p> <p>Dramatic tension in a narrative can build suspense and can give the audience something to anticipate.</p> <p>Parts of a narrative may be excluded, leaving the audience to assume what happened before and after the narrative was presented.</p> <p>Staging considerations can influence representation of a narrative.</p> <p>Technical elements applied to staging can enhance how a narrative is represented.</p> <p>Narrative can be represented individually or collectively.</p> <p>Dramatic forms can be used to structure how a narrative is told.</p> <p>Narrative can be planned or improvised.</p> | <p>A narrative can be structured to describe the past, the present, or the future.</p> | <p>Create a plan for structuring a narrative.</p> <p>Experiment with improvisation as a way to structure a narrative.</p> <p>Explore how the use of technical elements can enhance the structure of a narrative.</p> | <p>Structure and organization in a dramatic work can include</p> <ul style="list-style-type: none"> • story structure, with a beginning, problem, and resolution • technical elements • dramatic forms • creating a plan for a dramatization • blocking • staging choices • awareness of the audience • points of view, such as first-person, the audience, or a chosen character • rehearsal and performance processes, such as the use of on- and off-stage areas <p>Directions for structure and organization can include cues, assigned roles, and use of stage areas.</p> <p>Dramatizations may be interpreted in a way that differs from what the performer intended.</p> | <p>Intention becomes evident to the performer and audience when drama has structure and organization.</p> | <p>Demonstrate how intention can be communicated through the structure and organization of a dramatization.</p> <p>Devise a plan that outlines the requirements needed to rehearse and perform a dramatic work.</p> <p>Demonstrate how to follow directions when working in a dramatization.</p> <p>Rehearse performances before presenting to an audience.</p> <p>Collaborate to solve staging or movement challenges in a variety of performance spaces.</p> <p>Participate as an audience member and as a performer in drama.</p> |

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| | <p>A narrative can be based on</p> <ul style="list-style-type: none"> • stories, legends, myths, and poetry • fictional or non-fictional events • characters • individuals or communities • historical or cultural events <p>There are universal themes that can occur in narratives, including</p> <ul style="list-style-type: none"> • redemption • survival • quest <p>A narrative is represented in diverse ways across cultures.</p> <p>Narrative can be expressed in First Nations, Métis, and Inuit stories and can be witnessed through the spirit or life of the storyteller.</p> <p>Narrative in First Nations, Métis, and Inuit storytelling can originate from the land and include the</p> <ul style="list-style-type: none"> • wind • water • soil • animals • plants | <p>A narrative can communicate knowledge and understandings about the world.</p> <p>The exploration of a culture's narrative through drama can help the viewer to build cultural understanding.</p> | <p>Choose a topic to communicate through a narrative.</p> <p>Perform invented or scripted dramas based on a narrative.</p> <p>Explore narratives in First Nations, Métis, or Inuit storytelling.</p> | <p>Dramatic expression can be created intentionally using the body and voice to communicate status, point of view, and perspective.</p> <p>A character's intention, point of view, and status can be expressed through body and voice.</p> <p>A character's perspective, experience, and feelings can be intentionally portrayed in dramatic works.</p> <p>A variety of stimuli can be used to focus intention, including</p> <ul style="list-style-type: none"> • images • music • poetry • stories • props • artworks | <p>Intention refers to what a performer means to express.</p> <p>Intention can be linked to the purposeful creation, expression, or appreciation of drama.</p> | <p>Adjust body, breath, and voice to communicate intention.</p> <p>Demonstrate how voice and body can be combined to represent a character, role, or situation.</p> <p>Practise sustaining a character's status, intention, or feelings.</p> <p>Evaluate how adjustments made to the voice and body are appropriate for the ideas expressed.</p> <p>Respond to a variety of stimuli in the creation and exploration of dramatic expression.</p> |

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| | <p>Artistic choices can revise and re imagine how a narrative is expressed and can include the use of</p> <ul style="list-style-type: none"> • voice • body • dramatic forms • technical elements • staging <p>A character's status or feelings can be communicated and enhanced through narrative.</p> <p>Status is the level of importance or power that a character holds in relation to other characters.</p> <p>Status can change depending on how the body and voice is used.</p> <p>Feedback from an audience can influence future performances.</p> <p>Audience participation can enhance how a narrative is communicated in drama.</p> | <p>A narrative can take an audience on a journey by entertaining and persuading.</p> <p>A narrative may be perceived by an audience in a way that differs from what the performer intended.</p> | <p>Make artistic choices in the creation of a narrative.</p> <p>Express a character's status through role play.</p> <p>Describe how feedback about the narrative was incorporated.</p> <p>Experiment with the possibilities of the voice and the body in communication of a narrative.</p> <p>Demonstrate how to follow staging cues when clarifying positions and movement of performers in a narrative.</p> <p>Participate as an audience member and as a performer in drama.</p> | <p>A performer's artistic intention can be enhanced or refined by viewing, practising, and participating in drama activities.</p> <p>Communicating intention can involve creative processes, including</p> <ul style="list-style-type: none"> • decision making in the creation of a dramatization • problem solving • creative risk taking • consideration and implementation of feedback • reflection <p>Creative risk taking can include</p> <ul style="list-style-type: none"> • working individually or in groups • trying unfamiliar or new techniques • working outside of one's comfort zone | <p>A performer's intention may emphasize process over product.</p> | <p>Participate in drama activities that explore and challenge creative expression.</p> <p>Take creative risks during the process of developing a character, role, or situation.</p> <p>Problem solve to enhance or refine the intention of a dramatization.</p> <p>Evaluate the effectiveness of communicating intention in drama.</p> <p>Describe how feedback was incorporated to clarify or enhance artistic intention.</p> |

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| Organizing Idea | Appreciation: Recognizing beauty, goodness, and truth in drama can be developed by understanding the complexity and richness of great dramatic works, the artists who create and perform them, and the historical and cultural contexts from which they originate. | | | | | |
| Guiding Question | How was societal change reflected in drama during colonial Canada, the Renaissance, and the Protestant Reformation? | | | How did societal change influence drama in the Enlightenment, French Revolution, and throughout the history of the United States of America? | | |
| Learning Outcome | Students investigate how changes in past societies have influenced the creation and sharing of drama. | | | Students relate change to historical events and the evolution of dramatic practices. | | |
| | Knowledge | Understanding | Skills & Procedures | Knowledge | Understanding | Skills & Procedures |
| | <p>European and French playwrights inspired the subject matter of theatre in colonial Canada.</p> <p>Literary styles such as heroic epic were reflected in the drama and theatre of colonial Canada.</p> <p>An epic is a long, narrative poem that reflects the heroic actions of a person or group of people in a certain time and place.</p> <p>Heroic epics originated in ancient Greece and continue to be used in drama today.</p> <p>Heroic epic was used to retell the story of the Battle of the Plains of Abraham.</p> <p>Professional actors began to arrive in colonial Canada from Europe and the Thirteen Colonies during the great migration (1815–1850).</p> <p>As more people immigrated to Canada from various parts of the world, they brought with them the dramatic traditions and cultures of their homelands.</p> <p>Non-professional (amateur) drama evolved into a professional theatrical art form in colonial Canada.</p> <p>Non-professional theatre in colonial Canada influenced modern Francophone professional theatre companies, including</p> <ul style="list-style-type: none"> • <i>Cirque du Soleil (Quebec)</i> • <i>Théâtre à Pic (Alberta)</i> | <p>Drama has changed over time as communities and cultures have evolved.</p> <p>Drama in colonial Canada was reflective of the changes that occurred in Europe at the same time.</p> | <p>Explore the narrative of a heroic epic as an inspiration for creating dramatizations.</p> <p>Observe dramatic works from modern-day professional theatre companies.</p> <p>Investigate traditions or stories from Canadian communities as an inspiration for creating dramatizations.</p> | <p>Appreciation of drama as an art form can change with experience and inform future decisions about participation in drama.</p> <p>Appreciation can shape individual artistry, curiosity, and engagement in drama.</p> <p>Responses to and appreciation for drama can reflect personal preferences and perspectives.</p> <p>Drama vocabulary can be used when responding to and sharing opinions about dramatic works.</p> | <p>Appreciation of drama can change through active reflection and experience with drama.</p> | <p>Observe a variety of dramatic works.</p> <p>Use drama vocabulary when responding to or sharing opinions about dramatic works.</p> |

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| | <ul style="list-style-type: none"> • <i>Théâtre-Acadie (Acadia)</i> First Nations, Métis, and Inuit storytelling and languages were banned by Canadian government policies in colonial Canada. <p>Stories told through drama in Canadian communities could be linked to a person's place of origin.</p> | | | | | |

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| | <p>The Renaissance era was about all people bettering themselves through education, literature, science, and the arts.</p> <p>Plays about morality during the European Renaissance evolved out of mystery plays from the Middle Ages.</p> <p>Mystery plays were dramatizations based on bible stories that were commonly performed at church or at celebrations such as religious festivals.</p> <p>Palladian theatres were designed by the architect Palladio, and were the first indoor theatres to exist during the Renaissance.</p> <p>The construction of Palladian theatres allowed for more elaborate scenes and sets to be used and influenced modern-day theatres.</p> <p>Before the construction of the Palladian theatre, dramatizations were performed on simple outdoor stages with only curtains for a backdrop.</p> <p>The <i>Teatro Olimpico</i> is a Palladian theatre that still exists in Vincenza, Italy, today.</p> <p>Commedia dell'arte was developed as a form of clowning in Italy during the Renaissance and used stock characters to develop improvisational and scripted scenes.</p> <p>Commedia dell'arte influenced the development of modern-day musical theatre, opera, and improvisational comedy.</p> <p>In 1517, the Protestant Reformation influenced traditional Renaissance views on arts and theatre, which included plays that gave actors</p> | <p>Drama went through a significant change during the Renaissance and the Protestant Reformation.</p> | <p>Discuss how theatre evolved throughout the Renaissance in Europe and England.</p> <p>Explore a variety of theatrical works that were performed during the Renaissance.</p> <p>Research a famous playwright or dramatic work.</p> | <p>Greek and Roman playwrights influenced the Enlightenment, including the works of <i>Aeschylus</i>, <i>Sophocles</i>, <i>Aristophanes</i>, and <i>Euripides</i>.</p> <p>Theatre connected the people of France to their culture and values during the French Revolution.</p> <p>Plays during the French Revolution communicated the ideas of freedom, equality, and brotherhood.</p> <p>The proscenium arch was used during the Enlightenment to create a "picture frame" for the audience to look through to create a sense of realism, as seen in <i>The Royal Opera of Versailles</i>.</p> | <p>The way in which drama is understood and appreciated has changed throughout history.</p> | <p>Explore the ideas of the French Revolution through dramatizations.</p> <p>Discuss how theatre and drama can connect individuals to culture.</p> |

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| | <p>more work with less emphasis on religion.</p> <p>The term <i>Elizabethan</i> emerged from the English Renaissance to reflect the style of performance that was popular during the reign of Queen Elizabeth I (1558–1603).</p> <p>Elizabethan theatre performances were less informed by classical Roman influence and more informed by what was popular with British audiences.</p> <p>Elizabethan theatre took place primarily outdoors in theatres, including</p> <ul style="list-style-type: none"> • the courtyards of inns • <i>The Rose Theatre</i> • <i>The Curtain</i> • <i>The Globe Theatre</i> <p>The thrust stage was developed during the Elizabethan period to bring the action closer to the common people, while the upper class sat in elevated boxes, as seen in Shakespeare’s <i>Globe Theatre</i>.</p> <p>During the Renaissance in England, theatres became public venues where all social classes could come together and enjoy performances.</p> <p>Famous playwrights who emerged and influenced drama during the Renaissance include</p> <ul style="list-style-type: none"> • <i>Shakespeare (1564–1616)</i>, an English playwright, poet, and actor considered one of the greatest writers of the English language • <i>Jean-Baptiste Poquelin (1622–1673)</i>, a French playwright, actor, and poet known by the stage name Moliere and considered one of the greatest writers of the French language | | | | | |

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| | <p>In 1642, many theatres and playhouses were shut down or burned down because some religious groups believed that drama was an inappropriate art form.</p> | | | | | |

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| | | | | <p>Before the colonization of the United States of America, the Indigenous people had rich and historical traditions of storytelling, which continue to be celebrated today.</p> <p>Plays were banned in many areas of the United States during the revolutionary war in order to cut emotional ties to Britain.</p> <p>In western societies, women were allowed to act on stage for the first time during the 18th century.</p> <p>Vaudeville was a popular American form of theatre that was valued for its light and comedic style.</p> <p>Vaudeville shows from the 1890s to the 1930s included short scenes, magic, contortionists, singers, and dancers.</p> <p>At the turn of the 20th century, American theatre focused on giving characters realistic qualities instead of stereotypical ones.</p> | <p>Drama and storytelling traditions existed prior to the colonization of the United States of America, and evolved as more people arrived.</p> | <p>Examine Vaudeville as an inspiration for creating dramatizations.</p> |