

| End of Year/ Course Understandings | Specific Learner Expectations | | | |
|--|--|---|---|--|
| | Developing and Communicating Ideas | Developing Practical Knowledge | Understanding Drama in Context | Interpreting and Responding |
| <p>Phase 1</p> <ul style="list-style-type: none"> • We enjoy and experience different forms of drama. • The drama is a means of communication and expression. • People make meaning through the use of symbols. • People share drama with others. • We express our responses to drama in a variety of ways. • We reflect on our dramatic work and the work of others. | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Use drama to explore concepts from units of inquiry • Explore familiar roles, themes and stories through drama • Explore sound and movement, and the use of space • Explore and express feelings and ideas through movement • Act without preparation time | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Participate in simple dramas with or without props, costumes or simple sets • Use body language to share emotions • Mimic a variety of sounds • Be aware of others working in small and large groups | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Experience and discuss a variety of live performances to enhance units of inquiry • Be exposed to stories, scripts and plays from other times and places | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Tell the teacher or group about their favorite and least favorite part of a story, play or short film • Describe what it was like to be an audience member • Begin to consider audience etiquette and appropriate responses • Talk about how they feel when creating and sharing their work |

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| <p>Phase 2</p> <ul style="list-style-type: none"> · We are receptive to drama practices and works from different cultures, places and times (including our own). · People communicate ideas, feelings and experiences through drama. · We can reflect on and learn from the different stages of creating. · There is a relationship between the artist and the audience. | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Use drama to explore concepts from units of inquiry · Engage in imaginative role-play using a range of sources as stimuli · Explore ideas and feelings through movement · Explore using drama to convey personal messages and to tell stories | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Participate in a performance with or without props · Use body and movement to share ideas and emotions · Begin to develop an awareness of the relationship between voice and body · Be aware of working with others in small and large groups · Portray a known character in a given situation · Memorize a brief dialogue. · Follow simple stage directions · Be able to improvise through dramatic action with others | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Experience and discuss a variety of live performances to enhance units of inquiry · Discuss and explain the way cultural values can be communicated through stories and performance · Make connections between their own work with drama and that of others | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Discuss and explain their favorite and least favorite part of a story, play or short film · Consider and maintain appropriate behaviors in drama, as an audience member or as a performer · Discuss dramatic processes in groups · Produce class journals to reflect on the creative process |

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| <p>Phase 2</p> <ul style="list-style-type: none"> · We are receptive to drama practices and works from different cultures, places and times (including our own). · People communicate ideas, feelings and experiences through drama. · We can reflect on and learn from the different stages of creating. · There is a relationship between the artist and the audience. | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Use drama to explore concepts from units of inquiry · Explore, discuss and explain the way ideas, feelings and experiences can be communicated through movement and performance · Engage in imaginative role-play using a range of sources as stimuli · Use drama performance to explore stories about people and events from various cultures, including their own | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Participate in a performance using props and/or costume · Retell a familiar story using facial expression, gestures or mannerisms · Begin to develop an awareness of the relationship between voice and body · Be able to support others in improvisations and role-play · Portray a character in a given situation · Memorize a brief dialogue · Follow simple stage directions · Use more than one format, for example, mime, puppetry or dance | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Experience and discuss a variety of live performances to enhance units of inquiry · Discuss and explain that values of culture, history and location can be communicated through stories and performance · Make connections between their own work with drama and that of others | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Discuss and explain their favorite and least favorite part of a story, play or short film · Consider the dynamic connection between the audience and performer · Consider and maintain appropriate behaviors in drama, as an audience member or as a performer · Use discussion to feedback and reflect on dramatic processes in groups · Produce group and class journals as part of the creative process |

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| <p>Phase 3</p> <ul style="list-style-type: none"> • When experiencing drama, we make connections between different cultures, places and times. • People explore issues, beliefs and values through drama. • There are different kinds of audiences responding to different forms of drama. • We use what we know to interpret arts and deepen our understanding of ourselves and the world around us. | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Use drama to explore concepts from units of inquiry • Express their feelings, values, beliefs and interests through drama • Use performance as a problem-solving, presenting or persuasive tool in small groups • Use our imaginations to transform a story into a scripted performance • Consider the audience when preparing a formal and/or informal presentation | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Make choices about role, situation and context (including use of props, costumes and sets which may be real materials or symbolic representations) • Demonstrate an awareness of the relationship between voice and body • Begin to develop stage presence • Play a role in a short scripted performance - using memorized lines and following simple stage directions • Use multiple drama formats to explore ideas, for example, mime, puppetry or storytelling, distinguishing between formal and informal performance types • Begin to explore how materials can be used to convey location and character | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Experience a variety of live performances to enhance units of inquiry • Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community • Explain and appreciate some of the varied careers within the performing arts | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Explore written dialogues or scenarios. • Reflect on a variety of dramatic forms to identify new understandings • Consider the dynamic connection between the audience and performer • Display audience etiquette and appropriate responses • Discuss criteria for evaluating performances • Produce personal explanations and journals as part of the creative process |

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| <p>Phase 4</p> <ul style="list-style-type: none"> • Through exploring drama across cultures, places and times we can recognize and appreciate that people create in original and innovative ways • People communicate across cultures, places and times through drama. • Drama provides us with multiple perspectives. • We reflect and act on the responses to our creative work. | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Experiment with different dramatic forms to create drama that explores an issue or concept • Express personal feelings, emotions, values, beliefs and interests through a dramatic form • Use performance as a problem-solving, presenting or persuasive tool • Identify ways to take action through the performing arts • Use drama strategies and techniques to create scripts, characterizations and contexts | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of props, sets, costumes, make up, sound and lighting in productions • Develop vocal and physical character through voice, posture, gesture and facial expression • Maintain appropriate stage presence • Play a character within a scripted drama, memorizing lines and complex stage directions • Use numerous formats and performance types appropriately, for example, polished musical versus improvised mime • Use a variety of materials to convey location and character | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Experience a wide variety of live performances to enhance units of inquiry • Describe how drama plays a role in communicating ideas within and across cultures and societies • Identify and communicate with local performers • Understand the importance of drama in society through exposure to performers and their perspectives | <p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Interpret written dialogues, scenarios and play scripts • Reflect on and review a variety of dramatic forms to identify new understandings • Show an awareness of audience response and adapt performances accordingly • Display audience etiquette and appropriate responses • Develop criteria for evaluating performances • Produce and share personal explanations and journals, including peer and teacher feedback, to evaluate performances, considering how to incorporate this reflection in future work |

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