



## Scope and Sequence, DRAMA ELEMENTARY

Council of Ontario Drama and Dance Educators

Ontario Arts Curriculum, Grades 1-8

### Overall Expectations

\* = Indicates the introduction of the concept which is then extended and reinforced across grade levels. Shading represents increasing complexity.

<b>B1. Creating and Presenting</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories	*								
development of drama works						*			
communicate multiple perspectives							*		
<b>B2. Reflecting, Responding, and Analysing</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	*								
<b>B3. Exploring Forms and Cultural Contexts</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.	*								
demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community, <b>sociocultural and historical contexts.</b>					*				



## ELEMENTS OF DRAMA

<b>Role/character</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
adopting the <b>attitude, voice, or emotional state</b> of a fictional character		*							
using body language, costumes, and props appropriate to a character, varying vocal levels, tones, and ranges to support the depiction of a character			*						
adopting the attitude/ <b>point of view</b> of a number of different fictional characters, dialogue				*					
adopting a role and maintaining <b>focus</b> in role; communicating character traits and character <b>choices</b> through body language/movement and gestures; sustaining belief in character (e.g., using the first-person point of view while speaking); varying voice (e.g., diction, pace, volume, projection, enunciation)					*				
adopting a variety of roles; considering both the <b>inner and outer life in developing a character</b> ; sustaining familiar and unfamiliar roles; varying position (e.g., full front, quarter, profile, full back)						*			
<b>differentiating</b> between authentic characters and stereotypes							*		
considering <b>motivations</b> of historical and fictional characters; considering various facets of <b>multidimensional</b> characters; revealing character through the use of props and movement/blocking; maintaining commitment to role								*	
<b>analysing</b> the background, motivation, speech, and actions of characters to <b>build roles</b>									*
<b>Relationship</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>listening</b> and <b>responding</b> in role to other characters <b>in role</b>		*							
developing and analysing <b>relationships between and among characters</b> in a drama					*				



analysing and portraying how relationships <b>influence character development/change</b>						*			
developing and analysing <b>multidimensional relationships</b> in the drama							*		
<b>Time and Place</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>pretending</b> to be in the established setting of the drama		*							
establishing a <b>clear setting</b>				*					
<b>sustaining belief</b> in the setting					*				
<b>using simple objects and props</b> to represent time and place						*			
<b>improvising</b> with/adapting available materials to establish setting; using <b>blocking</b> (e.g., when and where to move) and <b>stage areas</b> (e.g., upstage right, downstage centre) in planning and performance								*	
modifying production elements to suit <b>different audiences</b>									*
<b>Tension</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using audio, visual, and/or technological aids and stage effects to <b>heighten suspense and engage</b> the audience		*							
identifying <b>factors that contribute to mystery or tension</b> in a drama				*					
using various stage effects to <b>produce specific audience reactions</b>									*
<b>Focus and Emphasis</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>being aware of the main idea or issue</b> in the drama		*							
<b>identifying the main idea or central theme</b> of the drama				*					



<b>drawing audience attention to specific aspects</b> of the drama				*				
<b>using drama conventions to reveal/communicate key emotions and motivations</b> to the audience					*			
<b>using a range of devices and effects to highlight specific aspects of the performance</b> for the audience							*	
<b>making deliberate artistic choices</b> to sharpen focus								*



# Specific Expectations

<b>B1. Creating and Presenting</b>									
<b>B1.1</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Creative Play	*								
Drama Exploration and Role Play	*								
Focus on main ideas and central characters in stories from diverse communities, times, and places		*							
Focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places			*						
Focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places				*					
Focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places					*				
Focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places						*			
Focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities								*	
Focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities									*
<b>B1.2</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
demonstrate an understanding of the element of <b>character</b> by adopting thoughts, feelings, and gestures relevant to the role being played	*								
communicate <b>thoughts, feelings, and perspectives</b> appropriate to the role being played		*							
demonstrate how the element of <b>time and place</b> can support the development of role			*						

selectively use elements of drama to <b>build belief in a role and establish its dramatic context</b>				*					
<b>select and combine several elements</b> and conventions to create dramatic effects							*		
demonstrate an understanding of the elements of drama by selecting and <b>manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences</b>								*	
<b>B1.3</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
plan and shape dramatic play by building on the ideas of others, both in and out of role, with support	*								
plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role			*						
plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role				*					
plan and shape the direction of the drama or role play by <b>collaborating with others to develop ideas</b> , both in and out of role					*				
plan and shape the direction of the drama or role play by <b>introducing new perspectives and ideas</b> , both in and out of role						*			
plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and <b>explore multiple perspectives</b>								*	
plan and shape the direction of the drama by <b>negotiating ideas and perspectives</b> with others, both in and out of role									*
<b>B1.4</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
communicate feelings and ideas to a familiar audience (e.g., classmates) using a few <b>simple</b> visual or technological aids to support and enhance their drama work	*								
communicate feelings and ideas to a familiar audience (e.g., classmates), using <b>several</b> simple visual or technological aids to support and enhance their drama work		*							
communicate feelings and ideas to a familiar audience (e.g., classmates) <b>using audio, visual, and/or technological aids to support or enhance their drama work</b>				*					



communicate thoughts, feelings, and ideas to a <b>specific</b> audience, using audio, visual, and/or technological aids to <b>achieve specific dramatic effects</b>					*				
communicate feelings, thoughts, and ideas to a <b>specific</b> audience, using audio, visual, and/or technological aids to <b>strengthen the impact on the viewer</b>						*			
communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to <b>heighten the dramatic experience</b>							*		
communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for <b>specific purposes and audiences</b>								*	
<b>B2. Reflecting, Responding, and Analysing</b>									
<b>B2.1</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story	*								
express <b>personal responses and make connections to characters, themes, and issues</b> presented in their own and others' drama works				*					
express personal responses and <b>preferences</b> and make connections to themes and issues presented in their own and others' drama works						*			
construct personal interpretations of drama works, <b>connecting drama issues and themes to their own and others' ideas, feelings, and experiences</b>								*	
construct personal interpretations of drama works, connecting drama issues and themes to <b>social concerns at both the local and global level</b>									*
<b>B2.2</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning	*								
<b>identify</b> , using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest		*							
<b>describe</b> , using drama terminology, how elements and conventions of drama are used to shape their own and others' work			*						



<b>explain</b> , using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works				*				
explain, using drama terminology, how different elements are used to <b>communicate and reinforce the intended message in their own and others' drama works</b>					*			
identify a favourite scene and <b>give reasons for their preference</b> , using correct drama terminology to describe <b>how the elements of drama contribute to its effectiveness</b>						*		
<b>analyse and describe</b> , using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences							*	
<b>evaluate</b> , using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message								*
<b>B2.3</b> <b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members	*							
identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members			*					
identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members					*			
<b>B3. Exploring Forms and Cultural Contexts</b>								
<b>B3.1</b> <b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community	*							
identify and describe a variety of drama and theatre forms they experience in their home, school, and community, <b>and in the media</b>		*						
identify some <b>distinct stylistic features</b> of a few drama and theatre forms they experience in their home, school, and community, and in the media			*					





identify and describe some <b>similarities in the purposes of process drama and more formal, traditional theatre productions</b>				*					
describe forms of process drama, theatre, storytelling, and <b>visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities</b>					*				
demonstrate an understanding of some drama and theatre <b>themes and traditions from a variety of times, communities, and places</b>						*			
<b>compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places</b>							*		
<b>analyse the influence of the media on a wide</b> variety of drama forms and/or styles of live theatre								*	
<b>B3.2</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world		*							
demonstrate an awareness of <b>ideas and emotions expressed</b> in drama works from communities around the world				*					
demonstrate an awareness of different kinds of drama and theatre from <b>different times and places</b> and of how they reflect their contexts					*				
demonstrate an understanding of the <b>broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel</b>						*			
identify and describe key <b>contributions drama and theatre make to the community</b>							*		
identify and describe several ways in which drama and theatre contribute to <b>contemporary social, economic, and cultural life</b>								*	
identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life <b>in a variety of times and places</b>									*

