

# CODE Lessons and Units with Adaptions for Distance Learning

## Drama

<b>Unit Focus</b>	<b>Strategies for Adapting to an Online Learning Environment</b>
<a href="#">Canadian Theatre Focus Course</a>	<p>Students research the history of theatre in Canada using online sources such as the <a href="#">Canadian Theatre Encyclopedia</a> and <a href="#">Theatre Museum Canada</a>. Students may also read or listen to a Canadian play, write a response to that play, write a 'missing' scene from the play, or record themselves doing a staged reading of an excerpt. E-scripts can be purchased from the <a href="#">Playwrights Guild of Canada</a>, and a number of Canadian plays can be found in audio form from the <a href="#">PlayMe Audio Theatre Podcast</a> website.</p> <p><b>Important Note:</b> Teachers should always vet written or audio play materials before presenting them to students to communicate any important content warnings.</p>
<a href="#">Heroes</a> (also available in French)	<p>Students research a hero from history, fiction, or modern day. Students can use their learning to create a 'museum exhibit' of their hero through sketches, assembled objects, photographs, and written or recorded monologues that are shared through a secure online learning platform such as Brightspace or Google Classroom.</p>
<a href="#">Masks and Myth: Learning Through the Arts Demonstration Video</a>	<p>Students may be introduced to a variety of myths through written accounts, short videos, or websites. Using everyday objects and a simple mask template or online guide, students can create their own masks based on their chosen myth. They can photograph their masks and create an accompanying 'Artist Statement' that explains its connection to the myth source. Students may also record themselves performing with their masks alongside a reading of their chosen myth.</p>

<a href="#">Poetry in Motion</a>	Students may choose from a range of published poetry and experiment with ways of presenting and recording poetry with their voices and bodies. Have students listen to online examples of <a href="#">poetry reading and spoken word performances</a> and reflect on the elements that make an effective poetry performance. Finally, they can record their own readings of original or published poems with gestures or solo movement to bring those words to life.
<a href="#">Verbatim Theatre</a>	Students interview and record the stories of people they know based on a chosen topic, such as their experiences during the COVID-19 pandemic. With permission from the participants, these verbatim interviews can be adapted into written accounts, monologues or dialogues, podcasts, and radio plays.

# Dance

<b>Unit Focus</b>	<b>Strategies for Adapting to an Online Learning Environment</b>
<a href="#">Dance and Environmental Education</a>	Students may use artifacts from the environment around them (their homes, backyards) or photograph elements of nature nearby and use these as a stimulus for dance. Using dance notation or recording equipment, students can create choreography that shows the connection between movement and the natural world.
<a href="#">Dance and Identity</a>	Students may use journal writing and interviews to reflect on their identity and how it may be expressed through gesture and movement. Students can create their own solo ‘dances of identity’ using the elements of dance, and transcribe these into dance notation, storyboards, or recorded choreography.
<a href="#">Financing Dance</a>	Students may research careers in dance, as well as organizations that provide support and funding for dance artists, such as the <a href="#">Ontario Arts Council</a> . Students may also wish to research the ways in which COVID-19 is affecting artists and arts organizations, and the programs being created to support them. Working independently or collaboratively, students may design and propose their own dance projects for grant funding, create online slideshow presentations on careers in the arts, or create persuasive writing about the importance of arts and artists during times of crisis.
<a href="#">Finding Balance: Dance and Mental Health</a>	Students may use journal writing and reflective activities to explore the idea of ‘balance’ during challenging times such as a present COVID-19 crisis. They may research resources and organizations that provide support for mental health, or research ways in which physical movement, dance, and exercise benefit us physically and mentally.