

THE ARTS – Drama		
<p>Grades 1-3 <i>Creating and Presenting:</i> apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.</p>	<p><i>[Name]</i> was able to create, plan and put on a performance of <i>[specific task, such as Goldilocks and the Three Bears]</i>.</p>	<p><i>[Name]</i> is encouraged to become more active in creating, planning and performing <i>[specific task, such as a classroom play or reader's theatre]</i>.</p>
<p>Grade 5 <i>Creating and Presenting:</i> apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories.</p>	<p><i>[Name]</i> worked effectively with <i>[his/her]</i> group to prepare and perform a role play based on <i>[specific evidence, such as our study of early civilizations]</i>.</p>	<p><i>[Name]</i> could improve <i>[his/her]</i> understanding of how to use various elements of drama to play a role by keeping a list of techniques used in <i>[his/her]</i> favourite television show.</p>
<p>Grades 7-8 <i>Creating and Presenting:</i> apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.</p>	<p><i>[Name]</i> used voice and body language to communicate feelings, ideas and multiple perspectives when <i>[he/she]</i> performed <i>[specific task, such as a one person show giving voice to consumerism from the perspective of both big businesses and the environment]</i>.</p>	<p><i>[Name]</i> does not seem comfortable composing drama works. Having more exposure to dramatic performances (e.g., through television or theatre) may help <i>[Name]</i> understand and appreciate the art of drama.</p>
<p>Grades 1-3 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p>		
<p>Grades 4-6 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p>	<p><i>[Name]</i> shows considerable awareness of how the elements and conventions of drama may be used to create specific effects. <i>[He/she]</i> used appropriate drama terminology to describe these elements and effects in <i>[his/her]</i> review of <i>[specific evidence, such as a short play]</i>.</p>	<p><i>[Name]</i> is encouraged to practice applying drama terminology to describe dramatic elements and conventions used in <i>[his/her]</i> favourite television show, and explain their effect on the audience.</p>
<p>Grades 7-8 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p>		
<p>Grades 1-3</p>		

<p><i>Exploring Forms and Cultural Contexts</i>: 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.</p>		
<p>Grades 4-6 <i>Exploring Forms and Cultural Contexts</i>: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.</p>	<p>In our study of theatres available in our area, <i>[Name]</i> demonstrated understanding of various benefits of drama and theatre to our community.</p>	<p><i>[Name]</i> is encouraged to identify examples of storytelling and drama that are used by different groups of people (in the present or in the past) to share beliefs and traditions.</p>
<p>Grades 7-8 <i>Exploring Forms and Cultural Contexts</i>: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.</p>	<p>After listening to a variety of <i>[specific task, such as Stuart McLean’s stories on CBC radio’s Vinyl Café and numerous stories from Native American storytellers on PBS’s Circle of Stories]</i> we discussed these works as a class. <i>[Name]</i> described the similarities that this kind of live theatre has with dance and drama productions. <i>[He/she]</i> discussed the effect that the addition or removal of technology (such as sound effects) has on a drama presentation.</p>	