

GECDSB Dramatic Arts Curriculum Pacing Guide

Quadmester 1: 2021-2022

<p>Primary Division Dramatic Arts students generally receive 50 minutes of Dramatic Arts instruction in a 5 day cycle for a block of the year</p>	<p>Expectations Continually Assessed:</p> <ul style="list-style-type: none"> • Anecdotal; • Movement; • Physical execution; • Shared responses rooted in student experiences; • Creative Process; 		<p>Resources: The Very Noisy Bear https://youtu.be/kQVZNwzGXyc Llama Llama Mad At Mama https://youtu.be/oaXfk5QC5rE The Three Pigs https://youtu.be/HtHjB6rRmQc The Three Ninja Pigs https://youtu.be/dTZnOjRRM20 My Many Coloured Days https://youtu.be/Lum83DLPXIw</p>
<p>Expectations – Drama Reflecting, Responding, Analyzing; Creating and Presenting</p>	<p>Variety of Subjects to Explore</p>	<p>Student Response</p>	<p>Suggested Amount of Time</p>
<p>B2.1 - 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.</p>	<ul style="list-style-type: none"> • Communication; • Personal connections to character and varied themes; • Family relationships and friendships; • Situational experiences related to feelings; • Remembering new concepts taught; • Comparing differences and similarities with characters/ their situations/circumstances • Children’s books with concrete themes and messages • Creative Process 	<ul style="list-style-type: none"> • Express personal feelings/connections to shared drama works using student voice; • Retell stories using personal connections and incorporating variations; • Listening and responding in role – relationships • Student responses - illustrated/written/physically executed • Writing in role - shift the perspective • Rewrite the ending - change the narrative • Storyboards; • Use of the body - time, space • Use of “bodystorms” - poses related to time or space for visual representation of contrasting themes connected with character; • Observe; • Following through with choice; 	<p>5 weeks</p>

<p>B1.4 - communicate feelings and ideas to a familiar audience using a few simple visual or technological aids to support and enhance their drama work.</p>	<ul style="list-style-type: none"> • Communication; • Finding props at home and exploring; • Creative Process; • Explanation of created work; • Sharing; • Listening; • Music; • Picture Books; • Comparing feelings/physical extensions; 	<ul style="list-style-type: none"> • Express personal feelings/connections to shared drama works using student voice; • Relating feelings about dramatic work to colour; • Physical extension of colour translation incorporating the body; I.e., red may mean bold movements, grey might mean slow, heavy movements. Student interpretation is everything • Creating simple props (hand held objects) to enhance drama creation; I.e., a single light in a dark space or recreating the illusion of water with a moving sheet, feathers denote a bird; • Incorporating costumes - what they do for the actor and for the audience; • Incorporating music - varying moods; 	<p>5 weeks</p>
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<p>Junior Division Dramatic Arts Students generally receive 50 minutes of Dramatic Arts instruction in a 5-day cycle for a block of the year.</p>	<p>Expectations Continually Assessed:</p> <ul style="list-style-type: none"> • The creative process; • Anecdotal; • The critical analysis process; • Explanation of work; • Physical execution of tasks; • Shared responses to student work; 		<p>Resources: Roles in Theatre: https://slideplayer.com/slide/5671257/ The Enemy: https://youtu.be/x3K_iny61Ew Robo Sauce: https://youtu.be/-8iDk1KEbEQ Theatre Roles: https://www.hampshire.edu/sites/default/files/shared_files/Theatre_Management_Roles-final.pdf Theatre Stages and terms: https://www.slideshare.net/mr-motilal/theatre-stages-andterms</p>
<p>Expectations - Creating and Presenting, Exploring Forms and Cultural Contexts</p>	<p>Variety of Subjects to Explore</p>	<p>Student Response</p>	<p>Suggested Amount of Time</p>
<p>B1.2 - demonstrate an understanding of the element of role by selectively using a few other elements of drama to build belief in a role and establish its dramatic context.</p>	<ul style="list-style-type: none"> • Communication; • Listening; • Elements of Drama including; role/character • Relationship • Time and place • Tension • Focus and emphasis • Picture books with visual stimulus • Prior knowledge; 	<ul style="list-style-type: none"> • Understanding character and character preferences • Maintain focus in role • Communication of character traits • Understanding body language/gestures - specific to role • Relationship between character(s) • Establish a setting (time) using atmosphere, props, costumes, relationships • Identifying factors that contribute to character tension (subtext) • Characteristics of a successful dramatic piece; I.e., what draws in an audience 	<p>5 weeks</p>

<p>B3.2 - demonstrate an understanding of the broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel.</p>	<ul style="list-style-type: none">• Retaining new terminology;• Communication;• Listening;• Relationships;• Music;	<ul style="list-style-type: none">• Understanding the many (behind the scenes) jobs that are necessary to mount any dramatic production; producer, director, stage manager, set/costume designer, sound technician, light technician,• Terminology of the theatre pertaining to location; i.e., the house, wings, green room, parts of the stage, flies, gallery etc.,• Connection to community, world;• Shared personal experiences• Technical component of theatre	
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Quadmester 1: 2021-2022

<p>Intermediate Division Dramatic Arts Students generally receive 50 minutes of Dramatic Arts instruction in a 5 day cycle for a block of the year.</p>	<p>Expectations Continually Assessed:</p> <ul style="list-style-type: none"> • The creative process; • Anecdotal; • The critical analysis process; • Explanation of work; • Physical execution of tasks; • Use of correct Dramatic terminology • Shared responses to student work; 		<p>Resources: Where Are You From? https://youtu.be/xmRE05s5dTU Monologues for Teens: https://www.dramanotebook.com/monologues-teenagers/ Two person scenes: https://www.theatrefolk.com/free-resources/two-person-scenes Comedy Duo: Scenes for Teens http://www.epc-library.com/freeview/F_1743.pdf Blocking Symbols: https://routledgetextbooks.com/textbooks/9781138183773/rehearsals.php Blocking Shorthand: https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/78538/blocking%20shorthand.pdf</p>
Expectations - Creating and Presenting,	Variety of Subjects to Explore	Student Response	Suggested Amount of Time
<p>B1.1 - engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities.</p>	<ul style="list-style-type: none"> • Relationships; • Communication; • Short scripts or monologues; • Prior Knowledge; • Elements of Drama including; role/character; • Time and place; • Tension; • Personal Narrative; 	<ul style="list-style-type: none"> • Understanding subtext to motivate a character using voice, stance, gesture, expression, physical embodiment • Continue to explore the relationships between different characters and their motivation • Incorporating the use of costumes, props, set pieces and technology to create vital atmosphere • Understanding stage directions/blocking • Encouraging deliberate choices • Stereotype characters in theatre 	

<p>B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences.</p>	<ul style="list-style-type: none">• Relationships;• Communication;• Sharing;• Tableaux work;• Influence of love, loss, anger or war on creative expression;• Government sponsorships for communities;	<ul style="list-style-type: none">• Connecting drama experiences with student perspectives and points of view• Providing visual and oral responses to a piece of theatrical work• Understanding drama issues and themes on a local and global scale• Identifying key moments and why they are relevant	
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