



# DRAMA

## KINDERGARTEN TO GRADE 7

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*Curriculum — 2010*

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## Introduction

### Rationale

Drama is both a journey of inquiry and an artform that provides opportunities for exploring, integrating, and learning. Drama invites students to explore issues, ideas, feelings, and events through imagined roles and situations that may be drawn from reality or imagination.

Drama education helps learners make sense of their world by integrating experience, inquiry, and creativity with knowledge. Drama allows students to make choices and to take responsibility for the consequences of their actions in a safe, respectful and nurturing environment. It also helps students develop a curiosity about their lives, and what matters to them — emotionally, creatively, intellectually, and physically. Students have opportunities to reflect on the past, reconsider their present lives, and imagine new possibilities for the future.

Drama also reflects and affects the social, cultural, and historical contexts in which it exists. It provides an opportunity to foster respect for and appreciation of diverse values and cultures. In addition, students gain understanding of the role of the arts in reflecting and challenging social values.

The Drama K to 7 curriculum develops the knowledge, skills, and attitudes that form the basis for drama education from Kindergarten to Grade 12. This curriculum has been designed to make drama accessible to all students while encouraging the aesthetic, physical, intellectual, social, and emotional development of each individual.

### Curriculum Organizers

The Prescribed Learning Outcomes for Drama K to 7 are grouped under the following curriculum organizers:

- Exploring and Creating
- Drama Forms, Strategies, and Skills
- Context
- Presenting and Performing

Note that these organizers are provided for the purpose of categorizing Prescribed Learning Outcomes, which are coded alphanumerically for

ease of reference; this organization is not intended to mandate a linear means of course delivery.

#### *Exploring and Creating*

Drama provides students with opportunities to examine their own thoughts, feelings, beliefs, and actions and those of others through imagination, interaction, and reflection. Through these experiences, students develop a sense of trust. This enables them to take appropriate risks, express themselves, and evaluate and analyse their own contributions and those of others.

As students participate in drama in the elementary years, they learn to define their own expectations and to challenge themselves, experiment, and grow. Success in Drama education comes as students gain new understanding of issues or relationships through their experiences.

#### *Drama Forms, Strategies, and Skills*

Drama education in the elementary years involves the use of specific forms, strategies, and skills to support students in expressing thoughts, ideas and feelings. Drama forms such as role drama, mime, readers' theatre, and improvisation act as contextual frameworks within which students can explore imaginary worlds through role. Using movement, their bodies, and voice to explore and express their ideas helps students gain competence and confidence in assuming roles and interacting with others in role.

#### *Context*

People in all cultures create drama for a variety of reasons. Drama education provides opportunities for students to explore and interpret how drama is used to celebrate, comment on, and examine the values, issues, and events of societies past and present.

In the elementary years, students' own experiences will serve as a starting point for descriptions, discussions, reflection, and analysis of drama from a range of contexts. When examined within the context of present-day events in the local and global community, drama becomes personally relevant for all students.

### *Presenting and Performing*

Presenting and performing drama work helps students to develop their abilities in the three areas common to all arts education curricula: expression and creation, skills and techniques, and context. By presenting and performing their drama work, students can shape and refine their ideas as well as expand their knowledge. Students gain personal satisfaction and a sense of accomplishment when they are given opportunities to select, prepare, polish, and present or perform their own work. Presentation or performance for peers, parents, or

the public provides a focus for the creative problem-solving process.

In addition, providing constructive feedback on others' performances helps students develop communication skills and an understanding of the creative process. Viewing and responding to drama works representative of the wider community helps students to gain an appreciation for the richness and variety of the artform, and to make connections to their own drama efforts.

## Drama K to 7: At a Glance

Kindergarten	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> <li>engagement in drama activities</li> <li>taking on roles to explore and imagine</li> <li>willingness to participate</li> <li>using voice, movement, and their bodies to explore ideas and feelings</li> <li>personal and general space</li> <li>drama from a variety of contexts</li> <li>sharing drama work</li> <li>responding to drama presentations</li> </ul>	<ul style="list-style-type: none"> <li>exploring and imagining to create drama</li> <li>engagement in drama activities</li> <li>co-operation</li> <li>reflecting on drama experiences</li> <li>using voice, movement, and their bodies to explore ideas, feelings, and actions</li> <li>drama forms to represent ideas and feelings</li> <li>safe participation</li> <li>drama from a variety of contexts</li> <li>participating in and sharing drama work</li> <li>responding to drama presentations</li> </ul>	<ul style="list-style-type: none"> <li>sharing ideas for drama work</li> <li>exploring and imagining to create drama</li> <li>co-operation</li> <li>reflecting on drama experiences</li> <li>using voice, movement, and their bodies to explore ideas, feelings, and actions in role</li> <li>drama forms to represent ideas and feelings</li> <li>safe participation</li> <li>purposes of drama</li> <li>presenting in role</li> <li>responding to drama presentations</li> </ul>	<ul style="list-style-type: none"> <li>exploring, imagining, and reflecting to create drama</li> <li>collaboration</li> <li>using voice, movement, and their bodies to convey intended ideas or feelings</li> <li>variety of drama forms</li> <li>safe participation</li> <li>ideas expressed in drama from a variety of contexts</li> <li>opportunities for participating in drama in the school and community</li> <li>engaging in drama presentations</li> <li>aspects of drama presentations that evoke a response</li> </ul>

<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<ul style="list-style-type: none"> <li>• drama to express a variety of feelings and perspectives</li> <li>• collaboration skills</li> <li>• vocal and movement elements appropriate to role and situation</li> <li>• variety of drama forms</li> <li>• safe participation</li> <li>• drama reflective of cultural beliefs and attitudes</li> <li>• drama in the community</li> <li>• commitment to drama presentations</li> <li>• reflecting on own and others' drama presentations</li> </ul>	<ul style="list-style-type: none"> <li>• drama to express a variety of feelings and perspectives</li> <li>• collaboration skills</li> <li>• vocal and movement elements to communicate meaning</li> <li>• variety of drama forms</li> <li>• safe participation</li> <li>• how drama affects beliefs and attitudes</li> <li>• personal opportunities in drama</li> <li>• active participation in drama presentations</li> <li>• reflecting on own and others' drama presentations</li> </ul>	<ul style="list-style-type: none"> <li>• creative process to explore issues and responses</li> <li>• authentic roles</li> <li>• variety of drama forms to make meaning</li> <li>• collaboration skills</li> <li>• voice and movement to interpret and communicate meaning</li> <li>• safe participation</li> <li>• themes and traditions in a variety of historical, social, and cultural contexts</li> <li>• opportunities in drama</li> <li>• active participation in drama performances</li> <li>• analysing own and others' drama presentations</li> </ul>	<ul style="list-style-type: none"> <li>• creative process to explore issues and concepts</li> <li>• authentic roles</li> <li>• active engagement in a variety of drama forms</li> <li>• collaboration skills</li> <li>• voice and movement to interpret and communicate meaning</li> <li>• safe participation</li> <li>• role of drama in a variety of historical, social, and cultural contexts</li> <li>• how social values are communicated in drama</li> <li>• lifelong opportunities in drama</li> <li>• performing drama for specific audiences and purposes</li> <li>• analysing own and others' drama presentations</li> </ul>

## Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes and Suggested Achievement Indicators for Drama are presented by curriculum organizer, and outcomes are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, Prescribed Learning Outcomes set out the required attitudes, skills, and knowledge — what students are expected to know and be able to do — by the end of the specified subject and grade.

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place. Requirements for student progress reports in relation to the PLOs are noted in the Student Progress Report Order.

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to PLOs are dependent on the professional judgment and experience of teachers, guided by provincial policy.

### *Domains of Learning*

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom's taxonomy.

- The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities.
- The **affective domain** concerns attitudes, beliefs, emotional responses, and the spectrum of values and value systems.
- The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

### Suggested Achievement Indicators

To support the assessment of provincially prescribed curricula, this curriculum document includes sets of suggested achievement indicators in relation to each Prescribed Learning Outcome.

Achievement indicators support assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators describe what evidence to look for in determining whether or not the student has fully met the intent of the Prescribed Learning Outcome. Each achievement indicator presents only one aspect of the corresponding Prescribed Learning Outcome. The achievement indicators are designed as an entire set to assist teachers when determining whether students have fully met the Prescribed Learning Outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.



## Kindergarten

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 demonstrate engagement in drama activities</p>	<ul style="list-style-type: none"> <li>▶ demonstrate engagement in drama activities by                             <ul style="list-style-type: none"> <li>– sharing ideas (e.g., working in pairs or small groups, large-group discussions)</li> <li>– listening to the ideas of others</li> </ul> </li> </ul>
<p>A2 explore and imagine stories by taking on <a href="#">roles</a></p>	<ul style="list-style-type: none"> <li>▶ use drama exploration to show sequence (e.g., beginning, middle, and end of stories)</li> <li>▶ use drama exploration to depict characters from stories</li> <li>▶ use imagination and play to explore and depict ideas of who, where, and with whom</li> </ul>
<p>A3 demonstrate willingness to participate and co-operate in drama activities</p>	<ul style="list-style-type: none"> <li>▶ demonstrate willingness to explore ideas through drama games and activities (e.g., greet one another in a variety of ways — shake hands, touch elbows, touch knees)</li> <li>▶ demonstrate willingness to <a href="#">reflect</a> and share (e.g., verbally, through pictures) in partners and in small groups                             <ul style="list-style-type: none"> <li>– what they experienced in drama activities</li> <li>– what ideas they heard or saw in drama activities</li> <li>– their thinking and feeling about what they did, saw, and heard in drama activities</li> </ul> </li> <li>▶ work co-operatively with others in drama activities by                             <ul style="list-style-type: none"> <li>– listening attentively and courteously</li> <li>– showing interest and attention</li> <li>– answering questions with relevant ideas</li> </ul> </li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
B1 use voice in a variety of ways to explore ideas and feelings	<ul style="list-style-type: none"> <li>▶ use <a href="#">vocal elements</a> (e.g., loud, soft, tone) to explore a variety of                             <ul style="list-style-type: none"> <li>– ideas (e.g., walking through a forest on a dark rainy night, being timid with a new group of people, making friends on your first day of school)</li> <li>– feelings (e.g., happy playing on the playground, nervous about going to the dentist)</li> </ul> </li> </ul>
B2 use movement and their bodies to explore ideas and feelings	<ul style="list-style-type: none"> <li>▶ use their bodies to explore ideas and feelings (e.g., creating large and small body shapes, fast and slow movements, gestures, heavy and light movements, straight and rounded movements)</li> <li>▶ use their bodies to explore movement in their own space (e.g., painting a large picture, floating on clouds, sitting on a boat)</li> <li>▶ use <a href="#">movement elements</a> to explore shapes (e.g., round, jagged) and spaces (e.g., movement in a large, open space vs. in a confined, narrow space)</li> <li>▶ explore travelling movement (e.g., walking on a really windy day, walking through a mud pit, soaring like a bird, moving like a giant)</li> </ul>
B3 move safely in both personal and <a href="#">general space</a> while creating drama	<ul style="list-style-type: none"> <li>▶ find and stay in their own <a href="#">personal space</a> (e.g., the “space bubble” that a person occupies) throughout drama explorations</li> <li>▶ respond to directions related to movement (e.g., freeze, stop, start, slow motion, “in your own space”)</li> <li>▶ perform a variety of movements individually and in groups</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 participate in drama activities from a variety of <a href="#">contexts</a>	<ul style="list-style-type: none"> <li>▶ engage in drama activities from a variety of contexts                             <ul style="list-style-type: none"> <li>– as participant</li> <li>– as audience member (e.g., performances of older classes, visiting ensembles)</li> </ul> </li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 participate in and share drama work</p>	<ul style="list-style-type: none"> <li>▶ demonstrate willingness to participate in and informally <a href="#">present</a> drama work (e.g., in partners, small groups, whole class)</li> <li>▶ demonstrate respect for the contributions of others in drama presentations</li> </ul>
<p>D2 respond to a drama presentation</p>	<ul style="list-style-type: none"> <li>▶ identify and demonstrate positive ways an audience member expresses respect (e.g., listening attentively, applauding appropriately, not waving at or calling out to presenters, thanking performers)</li> <li>▶ use stories, pictures, or movement to communicate personal thoughts, images, and feelings experienced in response to drama</li> </ul>

## Grade 1

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use exploration and imagination to create drama</p>	<ul style="list-style-type: none"> <li>▶ retell or alter stories (e.g., create a different ending for a story, explore what might have occurred in the lives of characters prior to the beginning of the story)</li> <li>▶ work in role to imagine and play characters from stories or real life events</li> <li>▶ explore situations in <a href="#">role</a>, including who, what, where, and with whom</li> </ul>
<p>A2 demonstrate engagement in drama activities</p>	<ul style="list-style-type: none"> <li>▶ participate actively in drama activities by                             <ul style="list-style-type: none"> <li>– focussing on task</li> <li>– following directions</li> <li>– listening to the ideas of others</li> <li>– sharing ideas (e.g., working in pairs or small groups, large-group discussions)</li> </ul> </li> <li>▶ demonstrate willingness to explore ideas through drama games and activities</li> </ul>
<p>A3 demonstrate co-operation in drama activities</p>	<ul style="list-style-type: none"> <li>▶ demonstrate willingness to work with others</li> <li>▶ work co-operatively in pairs and groups by                             <ul style="list-style-type: none"> <li>– listening attentively and courteously</li> <li>– showing interest and attention</li> <li>– recognizing how others are feeling and responding appropriately</li> <li>– responding to questions with relevant ideas</li> </ul> </li> </ul>
<p>A4 <a href="#">reflect</a> on classroom drama experiences</p>	<ul style="list-style-type: none"> <li>▶ respond to teacher prompts to reflect during and after drama experiences (e.g., “What do you think the grandmother might be thinking right now?” “I wonder why the boy took the apple.”)</li> <li>▶ share responses to classroom drama experiences (e.g., orally, visually)                             <ul style="list-style-type: none"> <li>– what they experienced</li> <li>– what ideas they heard or saw</li> <li>– what they thought about their experience</li> </ul> </li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use voice to explore a range of ideas and feelings</p>	<ul style="list-style-type: none"> <li>▶ use <a href="#">vocal elements</a>, including high/low pitches and loud/soft volume, to explore                             <ul style="list-style-type: none"> <li>– ideas (e.g., commanding the wolf to go away, talking in the same room as a sleeping baby)</li> <li>– feelings (e.g., angry at the monster for breaking the furniture)</li> </ul> </li> </ul>
<p>B2 use movement and their bodies to explore a range of ideas, feelings, and actions</p>	<ul style="list-style-type: none"> <li>▶ use <a href="#">movement elements</a> and their bodies to explore ideas and feelings (e.g., weariness, joy), demonstrating characteristics such as                             <ul style="list-style-type: none"> <li>– heaviness and lightness</li> <li>– large and small movements and body shapes</li> <li>– quick and slow movements</li> <li>– gestures</li> </ul> </li> <li>▶ use movement elements and their bodies to explore a variety of imagined environments (e.g., floating in outer space, swimming under water, crawling through a cave, jumping in puddles, trying to move in a crowd of people without touching anyone)</li> <li>▶ use movement elements and their bodies to explore representation of action (e.g., brushing your teeth, a dog chasing a ball, blowing out candles, growing from a seed to a tree)</li> </ul>
<p>B3 represent ideas and feelings through a variety of <a href="#">drama forms</a></p>	<ul style="list-style-type: none"> <li>▶ individually and in groups, create <a href="#">tableaux</a> to represent ideas and feelings (e.g., playing happily at a park, sneaking past the giant)</li> <li>▶ participate in <a href="#">choral speaking</a> (e.g., echo reading) using a familiar short poem or nursery rhyme</li> <li>▶ use <a href="#">mime</a> to depict an imaginary object (e.g., transform a scarf into a kite, a ball, fishing pole, snake, and a flying carpet)</li> </ul>
<p>B4 participate safely in drama activities</p>	<ul style="list-style-type: none"> <li>▶ find and use in their own <a href="#">personal space</a> throughout the drama activity</li> <li>▶ demonstrate appropriate spacing and distance from other students within the <a href="#">general space</a></li> <li>▶ demonstrate appropriate vocal control and volume in the given working space</li> <li>▶ follow rules and guidelines for safe participation in drama</li> <li>▶ respond appropriately to directions related to movement and voice (e.g., stop, start, slow motion, freeze, shadow, mirror, silence)</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 participate in drama from a variety of <a href="#">contexts</a>	<ul style="list-style-type: none"> <li>▶ engage in drama activities from a variety of contexts                             <ul style="list-style-type: none"> <li>– as participant</li> <li>– as audience member (e.g., performances of older classes, visiting ensembles)</li> </ul> </li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 participate in and share drama work	<ul style="list-style-type: none"> <li>▶ demonstrate willingness to participate in and informally <a href="#">present</a> drama work (e.g., in partners, small groups, large group)</li> <li>▶ demonstrate respect for the contributions of others in drama presentations</li> </ul>
D2 describe their responses to a drama work	<ul style="list-style-type: none"> <li>▶ identify and demonstrate positive ways an audience member expresses respect (e.g., listening attentively, applauding appropriately, not distracting performers)</li> <li>▶ use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings experienced in response to drama presentations and performances (e.g., in-class sharing of peers' work, school assemblies, guest performers)</li> <li>▶ reflect on drama work and give reasons for their responses (e.g., "I liked the puppet show because _____.")</li> </ul>

## Grade 2

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 share ideas that can be used in a drama work</p>	<ul style="list-style-type: none"> <li>▶ generate ideas for drama work (e.g., through word webs, journaling, group discussions, drawings)</li> <li>▶ demonstrate willingness to contribute ideas (e.g., develop a vocabulary of “feelings” — words and phrases to describe increasingly specific emotions)</li> <li>▶ demonstrate willingness to work with others</li> <li>▶ offer and accept feedback</li> <li>▶ make suggestions about how an activity might develop or what to do next</li> </ul>
<p>A2 use imagination and exploration to create drama</p>	<ul style="list-style-type: none"> <li>▶ make choices within a defined framework (e.g., choosing to be a scientist, a lion, a lumberjack; depicting environments such as an attic, a swamp, a spaceship)</li> <li>▶ use drama to create stories (e.g., based on familiar and imagined stories, re-tell from the perspective of different characters, create new endings or beginnings)</li> <li>▶ explore situations in <a href="#">role</a>, including who, what, where, and with whom</li> <li>▶ use drama to make connections between imagined and real-life situations</li> <li>▶ demonstrate the ability to describe their thoughts and feelings at specific moments in the drama (e.g., in response to teacher prompts or questions)</li> </ul>
<p>A3 demonstrate co-operative effort in drama work</p>	<ul style="list-style-type: none"> <li>▶ demonstrate willingness to explore ideas through drama games and activities (e.g., create action to accompany a name)</li> <li>▶ demonstrate ways to show co-operative effort in drama work, such as by                             <ul style="list-style-type: none"> <li>– working with a variety of classmates</li> <li>– being willing to share their thoughts, feelings, and ideas</li> <li>– recognizing that different people react to the same event in different ways</li> <li>– supporting and respecting classmates’ thoughts, feelings, abilities, ideas, and efforts</li> <li>– including all students in creating the drama</li> <li>– exploring ways to solve group problems</li> </ul> </li> </ul>
<p>A4 <a href="#">reflect</a> on classroom drama experiences</p>	<ul style="list-style-type: none"> <li>▶ respond to teacher prompts to reflect during and after drama experiences (e.g., “Why do you think the raven did that?” “Tell me about a time you felt like the girl in the story.”)</li> <li>▶ share responses to classroom drama experiences (e.g., orally, written, visually), including                             <ul style="list-style-type: none"> <li>– what ideas they heard or saw</li> <li>– what they thought about their experiences</li> </ul> </li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use voice to express a range of ideas and feelings while working in role</p>	<ul style="list-style-type: none"> <li>▶ use a variety of <a href="#">vocal elements</a> to communicate a range of ideas and feelings while in role, such as                             <ul style="list-style-type: none"> <li>– loud/soft contrast (e.g., a grandfather scolding a disobedient child, chanting their names in a whisper)</li> <li>– pitch and timbre (e.g., a small child, a giant, a creature from outer space)</li> <li>– clarity (e.g., muffled to speak as if they were underwater, enunciated to give directions)</li> </ul> </li> </ul>
<p>B2 use movement and their bodies to express a range of ideas and feelings while working in role</p>	<ul style="list-style-type: none"> <li>▶ use <a href="#">movement elements</a> to depict roles (e.g., a genie going back into the bottle, a mermaid learning to walk on land for the first time, an ice sculpture melting)</li> <li>▶ use body language and movement to convey <a href="#">tension</a> (e.g., searching for someone in the dark, moving through a narrow cave, standing in a crowded bus)</li> </ul>
<p>B3 use a variety of <a href="#">drama forms</a> to represent ideas and feelings</p>	<ul style="list-style-type: none"> <li>▶ individually and in groups, create <a href="#">tableaux</a> to represent relationships between the characters in a story</li> <li>▶ express the ideas and feelings of a character while in role (e.g., speaking in role in response to teacher questions such as “What are you thinking right now?”)</li> <li>▶ create <a href="#">soundscapes</a> to represent a setting or environment (e.g., sounds of a dark and stormy night, a barnyard, a beach, a carnival)</li> <li>▶ reflect on connections between imagined and real-life situations (e.g., in response to a teacher-posed prompt such as “I wonder if there are times in our lives when we felt as confused as the giant did?”)</li> </ul>
<p>B4 participate safely in drama environments</p>	<ul style="list-style-type: none"> <li>▶ find and stay in their own <a href="#">personal space</a> throughout activities as required</li> <li>▶ participate safely in individual, group, and class movement and voice explorations</li> <li>▶ identify rules and guidelines for safe participation in drama (e.g., respect others’ personal spaces, use voice safely to avoid strain)</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify a variety of purposes of drama	<ul style="list-style-type: none"> <li>▶ provide examples of how drama is used to                             <ul style="list-style-type: none"> <li>– tell and explore stories about the past and future</li> <li>– remember events that have happened in the past</li> <li>– celebrate special events</li> <li>– communicate aspects of culture (e.g., traditions, cautionary tales)</li> <li>– entertain</li> </ul> </li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate the ability to <a href="#">present</a> drama work while in role	<ul style="list-style-type: none"> <li>▶ demonstrate concentration and engagement to sustain belief in and maintain a role for short periods of time</li> <li>▶ sustain attention when others are taking on a role</li> <li>▶ show interest and curiosity about a variety of roles</li> <li>▶ apply vocal and movement elements to portray and interpret a character (e.g., a magician who has lost her magic, a child venturing into a dark forest)</li> <li>▶ apply simple <a href="#">production elements</a> to support engagement in role (e.g., using a scarf to represent a baby, wearing a hat to represent a king)</li> </ul>
D2 respond to specific aspects of a drama performance	<ul style="list-style-type: none"> <li>▶ demonstrate appropriate audience engagement and response during informal sharing/presentation and formal performances (e.g., listen attentively, don't distract the performers, send thank-you cards)</li> <li>▶ reflect on and respond to specific aspects of a drama work or performance (e.g., "My favourite part of the performance was ____ because ____." "The hat helped me believe in the character because ____." "The magician was so sad and that made me think of ____.")</li> <li>▶ demonstrate awareness that others have different responses to a performance</li> <li>▶ comment constructively on own work</li> </ul>

## Grade 3

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use imagination, exploration, and <a href="#">reflection</a> to create drama</p>	<ul style="list-style-type: none"> <li>▶ create stories, depict ideas, and portray feelings through drama</li> <li>▶ explore connections between the real and the imagined worlds through drama</li> <li>▶ explore the who, what, where, with whom, and why of a <a href="#">role</a></li> <li>▶ reflect on their learning through drama (e.g., “It takes courage to tell the truth.” “We don’t always treat other people with respect.”)</li> <li>▶ refine work based on reflection and feedback from others</li> <li>▶ describe what they thought and felt at specific moments in the drama</li> </ul>
<p>A2 demonstrate collaboration skills in drama explorations</p>	<ul style="list-style-type: none"> <li>▶ generate ideas for drama work (e.g., using word webs, journaling, group discussion, pictures and drawings)</li> <li>▶ demonstrate willingness to contribute thoughts, feelings, and ideas</li> <li>▶ demonstrate willingness to explore ideas (e.g., <a href="#">tension</a>, silence, secrecy) through drama games and activities</li> <li>▶ demonstrate respect for all contributions</li> <li>▶ demonstrate willingness to include and work with all members of the class (e.g., offer supportive nonverbal cues to each other, support and praise each other’s efforts, volunteer to help each other)</li> <li>▶ offer and accept appropriate feedback</li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use voice to convey intended ideas or feelings</p>	<ul style="list-style-type: none"> <li>▶ use their voices in a variety of ways (e.g., chanting their names in a whisper or as if they were a creature from outer space, muffled voices as if they were underwater, enunciation when giving directions)</li> <li>▶ demonstrate appropriate <a href="#">vocal elements</a> while working in role (e.g., re-tell a story from a specific character’s point of view, interview a character to find out “what really happened,” calling out to someone who is far away, whisper an idea so the wicked king doesn’t hear, conduct an interview with a story character)</li> </ul>
<p>B2 use movement and their bodies to convey intended ideas or feelings</p>	<ul style="list-style-type: none"> <li>▶ explore and use movement in a variety of ways (e.g., move with only the left side of their body, move as if they were a spider, move as if the ground were shaking, move as if the floor was magnetic, <a href="#">mime</a> to depict an imaginary object)</li> <li>▶ use movement to explore and respond to imagined physical spaces and constraints (e.g., struggling through a thick fog or darkness, moving on a shifting surface, a genie coming out of a bottle, walking through a field of tall corn, crawling through a mouse hole, moving as if you were a marionette being controlled by a puppeteer)</li> <li>▶ use body position to convey levels of status and focus (e.g., a <a href="#">tableau</a> depicting a queen with her subjects)</li> <li>▶ use a variety of <a href="#">movement elements</a> to offer more than one physical interpretation of a feeling, event, or space</li> </ul>
<p>B3 participate in a variety of <a href="#">drama forms</a></p>	<ul style="list-style-type: none"> <li>▶ use body, voice, and movement appropriately within a <a href="#">story drama</a>, <a href="#">role drama</a>, or <a href="#">dance drama</a> to depict feelings, intentions, and attitudes</li> <li>▶ express thoughts, feelings, intentions, and attitudes of particular characters (e.g., responding in role to teacher or peer questions, <a href="#">improvisation</a>, writing in role)</li> <li>▶ individually and in groups, create tableaux for a variety of purposes (e.g., re-tell a story in three tableaux — beginning, middle, and end — and <a href="#">caption</a>; create a statue museum of fairy tale characters)</li> <li>▶ work in groups to create a <a href="#">soundscape</a> to represent a specific setting or situation (e.g., the sound of a train speeding to the North Pole, the sound of a rain storm)</li> <li>▶ participate in <a href="#">choral speaking</a> using a familiar short poem</li> <li>▶ work collaboratively to create a <a href="#">readers’ theatre</a> presentation</li> <li>▶ reflect on themes that emerge within the drama work (e.g., in response to a teacher-posed prompt, such as “I wonder why the children could hear the bell and their parents could not?”)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 participate safely in drama activities	<ul style="list-style-type: none"> <li>▶ follow rules and guidelines for safe participation in individual, group, and class movement and voice explorations (e.g., respect others' <a href="#">personal spaces</a>, use voice safely to avoid strain)</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify ideas expressed in drama work from a variety of <a href="#">contexts</a>	<ul style="list-style-type: none"> <li>▶ give examples of common ideas and themes depicted in drama (e.g., journey or quest, creation of the world, cautionary tales)</li> <li>▶ give examples of how drama helps to express the multicultural nature of Canada</li> </ul>
C2 identify opportunities for participation in drama	<ul style="list-style-type: none"> <li>▶ identify opportunities for participation in school and community drama as audience and as performer</li> <li>▶ demonstrate an awareness of the multiple tasks required to put on a drama presentation (e.g., performers, lighting, costumes, promotion)</li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 engage actively in drama <a href="#">presentations</a></p>	<ul style="list-style-type: none"> <li>▶ demonstrate ability to maintain focus and concentration while in role (e.g., stay frozen while in tableau, respond to questions in role)</li> <li>▶ sustain attention when others are taking on a role</li> <li>▶ show interest and curiosity about a variety of roles</li> <li>▶ apply voice, body, and movement to portray and interpret a role</li> <li>▶ apply simple <a href="#">production elements</a> to support the drama as appropriate (e.g., costume, prop, sound effects, lighting)</li> <li>▶ demonstrate awareness of audience during a presentation (e.g., where to stand, when to move, entering and exiting the performance space)</li> </ul>
<p>D2 identify aspects of a drama presentation that evoke a response</p>	<ul style="list-style-type: none"> <li>▶ demonstrate respect for the contributions of others during informal and formal performances (e.g., don't distract presenters, remain focussed on the performance, contribute when asked to)</li> <li>▶ identify components of a drama presentation that evoked a particular response (e.g., "The coloured lighting created a ____ mood." "I was surprised by ____." "My favourite character was ____ because ____.")</li> <li>▶ respond to teacher cues or sentence stems to reflect on and form an opinion about drama presentations (e.g., "What did the ____ remind you of?" "What did you think when you saw ____?")</li> </ul>

## Grade 4

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 express a variety of ideas and perspectives through drama</p>	<ul style="list-style-type: none"> <li>▶ select and combine ideas to create drama</li> <li>▶ use a variety of <a href="#">roles</a> to explore points of view within a specific setting or situation (e.g., explore a situation from the perspective of different characters; explore how a character might have mixed responses of a situation, such as both excited and scared about adventuring into the forbidden forest)</li> <li>▶ use drama to re-tell a story that would have happened many years ago (e.g., a grandmother recounting the events of her past to her grandchild)</li> <li>▶ demonstrate willingness to explore ideas through drama games and activities (e.g., exchanging and passing an imaginary gift to explore suspension of disbelief )</li> <li>▶ demonstrate an ability to examine ideas and issues within drama</li> <li>▶ demonstrate empathy through exploration in role</li> <li>▶ refine their work based on <a href="#">reflection</a> and feedback</li> <li>▶ explain how and why they refined their work</li> </ul>
<p>A2 demonstrate collaboration skills during drama</p>	<ul style="list-style-type: none"> <li>▶ demonstrate respect for the contributions of all</li> <li>▶ offer encouragement (e.g., for ideas, for contributions)</li> <li>▶ provide constructive feedback to peers</li> <li>▶ demonstrate willingness to contribute and share ideas from their own experiences</li> <li>▶ demonstrate willingness to take appropriate risks (e.g., share personal insights and opinions, participate in a presentation within the class)</li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use <a href="#">vocal elements</a> and <a href="#">movement elements</a> appropriate to various roles and situations</p>	<ul style="list-style-type: none"> <li>▶ select and apply a variety of vocal elements appropriate to specific roles or situations (e.g., moderate the tone and timbre of voice to express specific attitudes)</li> <li>▶ select and apply a variety of movement elements appropriate to specific roles or situations (e.g., space to indicate loneliness or distance between people, energy and intensity to indicate power)</li> <li>▶ combine movement and voice to explore mood, feelings, and imagined environments (e.g., a dark and gnarled forest during a storm, a very brightly lit room)</li> <li>▶ <a href="#">improvise</a> a scene to show what happened in the past or what might happen in the future</li> <li>▶ explore examples of how stereotypes are depicted through voice (e.g., a very old person, a wicked witch)</li> </ul>
<p>B2 participate in a variety of <a href="#">drama forms</a></p>	<ul style="list-style-type: none"> <li>▶ identify and describe a variety of drama forms (e.g., <a href="#">mime</a>, <a href="#">story drama</a>, <a href="#">readers' theatre</a>, script work)</li> <li>▶ participate in a variety of drama forms and <a href="#">strategies</a> for specific purposes, such as               <ul style="list-style-type: none"> <li>– <a href="#">tableau</a> and <a href="#">caption</a> to present the key idea of a chapter from a novel</li> <li>– <a href="#">soundscape</a> to represent a specific mood or atmosphere (e.g., a forest fire, a jungle, a busy city street)</li> <li>– readers' theatre to interpret a familiar fairy tale</li> <li>– mime to transform the invisible into the visible (e.g., throwing an imaginary ball of different sizes and weights)</li> </ul> </li> <li>▶ express thoughts, feelings, intentions, and attitudes in role (e.g., responding in role to teacher or peer questions, improvisation, writing in role, whole group meeting to discuss possible options to a specific issue, in-role panel discussion)</li> <li>▶ reflect on themes that emerge within the drama work (e.g., in response to a teacher-posed prompts such as “Talk to the person next to you about what you remember most about our drama work today”)</li> </ul>
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <li>▶ follow rules and guidelines for safe participation while exploring movement and voice individually, in groups, and as a whole class (e.g., respect others' <a href="#">personal spaces</a>, use voice safely to avoid strain)</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 describe how drama reflects cultural beliefs and attitudes	<ul style="list-style-type: none"> <li>▶ compare drama to other artforms (e.g., music, visual arts, dance, literature) in terms of its ability to communicate culture</li> <li>▶ identify examples of cultural beliefs and attitudes represented in drama (e.g., belonging, family relationships, good triumphing over evil, relationship to the land)</li> <li>▶ provide examples of common themes in Aboriginal drama forms (e.g., creation stories, trickster stories, historical accounts)</li> <li>▶ demonstrate an awareness that many Aboriginal dramas cannot be shared without permission</li> </ul>
C2 demonstrate an awareness of local drama events and activities	<ul style="list-style-type: none"> <li>▶ identify and report on specific drama activities and events in the school and community (e.g., community events calendar, reviews of drama productions)</li> <li>▶ discuss their personal levels of interest and participation in drama activities (e.g., opportunities to be involved in class, school, or community presentations)</li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate commitment while <a href="#">presenting</a> drama work	<ul style="list-style-type: none"> <li>▶ demonstrate the ability to maintain focus within a specific drama form (e.g., sustain belief in their imagined or created environment)</li> <li>▶ maintain commitment to role while interacting with others (e.g., commitment while improvising, responding in role to teacher or peer questions)</li> <li>▶ demonstrate respect for the contributions of others during presentations and performances</li> <li>▶ demonstrate appropriate preparation for presentations</li> <li>▶ select or create a suitable environment for the drama presentation (e.g., create the scene, design the space)</li> </ul>
D2 apply established criteria to reflect on their own and others' presentations	<ul style="list-style-type: none"> <li>▶ identify and demonstrate appropriate audience responses in a range of informal and formal performance situations</li> <li>▶ develop criteria in groups or as a class to respond to drama presentations</li> <li>▶ suggest reasons for various responses to a drama presentation</li> <li>▶ explain their responses to a drama presentation</li> <li>▶ apply feedback to their own presentations that can be used to refine future work</li> </ul>

## Grade 5

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 express a variety of ideas and perspectives through drama</p>	<ul style="list-style-type: none"> <li>▶ explore a variety of issues and themes (e.g., exclusion, power/control, conflict) through drama                             <ul style="list-style-type: none"> <li>– individually and in groups (e.g., take on a variety of <a href="#">roles</a>, interact in role)</li> <li>– verbally and non-verbally (e.g., <a href="#">tableau</a>, <a href="#">mime</a>, <a href="#">improvisation</a>, writing in role)</li> </ul> </li> <li>▶ select and combine ideas to create drama</li> <li>▶ demonstrate willingness to explore ideas (e.g., silence and sound, <a href="#">tension</a> and conflict) through drama games and activities</li> <li>▶ ask and respond to questions to create meaning</li> <li>▶ <a href="#">reflect</a> in and out of role</li> <li>▶ demonstrate empathy in role</li> <li>▶ refine drama based on reflection and feedback</li> </ul>
<p>A2 demonstrate collaborative skills during drama</p>	<ul style="list-style-type: none"> <li>▶ demonstrate respect for the contributions of all</li> <li>▶ offer encouragement (e.g., for ideas, for contribution)</li> <li>▶ contribute to a trusting atmosphere conducive to taking appropriate risks (e.g., use voice in a different way, present for a large group, share personal insights and opinions)</li> <li>▶ demonstrate an ability to provide leadership within a group (e.g., encourage contributions from peers)</li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use a variety of <a href="#">vocal elements</a> and <a href="#">movement elements</a> to communicate meaning</p>	<ul style="list-style-type: none"> <li>▶ explore concepts such as relationships, status, and power using a range of                             <ul style="list-style-type: none"> <li>– vocal elements (e.g., tone, timbre, dynamics, inflection, word choice)</li> <li>– movement elements (e.g., moving away from a person vs. moving toward, towering over and cowering)</li> </ul> </li> <li>▶ use vocal and movement elements to indicate thoughts, feelings, and mood (e.g., a letter from an explorer to family at home, first contact between indigenous peoples and new settlers, a petition from the community to the council)</li> <li>▶ explore examples of how stereotypes are depicted through voice and movement (e.g., a very old person, a robot)</li> <li>▶ represent abstract concepts through movement (e.g., create a <a href="#">dance drama</a> to represent concepts such as of belonging, outcast, friend, or home)</li> </ul>
<p>B2 participate in a variety of <a href="#">drama forms</a></p>	<ul style="list-style-type: none"> <li>▶ participate in a variety of drama forms and <a href="#">strategies</a> for various purposes, such as                             <ul style="list-style-type: none"> <li>– <a href="#">readers' theatre</a> to interpret a familiar story or song</li> <li>– mime to transform the invisible into the visible</li> <li>– dance drama to interpret a story or a theme (e.g., a dream that occurred the night before the quest)</li> </ul> </li> <li>▶ apply a variety of forms to express feelings, intentions, and attitudes of particular characters</li> <li>▶ reflect on and share their experiences of working in role (e.g., writing in role, group discussions)</li> </ul>
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <li>▶ follow guidelines for safe participation in drama exploration individually, in groups, and as a whole class (e.g., respect others' <a href="#">personal spaces</a>, use voice safely to avoid strain)</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 assess how drama can affect personal and societal beliefs and attitudes	<ul style="list-style-type: none"> <li>▶ describe how societal beliefs, attitudes, and values are depicted in dramas viewed (e.g., family dynamics, value of hard work)</li> <li>▶ provide examples how drama can be used to explore multiple perspectives (e.g., leaving home — those who are going, those who stay behind)</li> <li>▶ reflect on how attitudes and beliefs can be affected by viewing and/or participating in drama (e.g., “I used to think ____, but seeing the play has made me think about the other side of the issue.”)</li> </ul>
C2 describe personal opportunities for drama in the local community	<ul style="list-style-type: none"> <li>▶ identify opportunities for drama of personal interest to them (e.g., creating a puppet show for a family reunion, helping to paint sets for a community play, reviewing a school play)</li> <li>▶ research and report on specific drama activities and events in the local community</li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 participate actively in drama <a href="#">presentations</a>	<ul style="list-style-type: none"> <li>▶ present drama work through a variety of drama forms (e.g., puppetry, improvisation, <a href="#">choral speaking</a>, readers’ theatre, scripted scenes)</li> <li>▶ use body, movement, and voice effectively to convey meaning</li> <li>▶ use staging and levels to convey meaning</li> <li>▶ incorporate <a href="#">production elements</a> as appropriate to enhance meaning</li> <li>▶ demonstrate individual responsibility within the group when developing, rehearsing, and presenting drama work (e.g., focus and concentration, respect for others’ contributions, willingness to give and receive constructive feedback)</li> </ul>
D2 apply established criteria to reflect on their own and others’ presentations	<ul style="list-style-type: none"> <li>▶ demonstrate an ability to focus during informal and formal performances</li> <li>▶ develop and apply criteria collaboratively</li> <li>▶ suggest reasons for various responses to a drama presentation</li> <li>▶ explain their responses to a drama presentation</li> <li>▶ apply feedback to their own presentations that can be used to refine future work</li> </ul>

## Grade 6

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use the <a href="#">creative process</a> to explore a range of issues and responses</p>	<ul style="list-style-type: none"> <li>▶ explore a variety of issues through drama (e.g., relationship, status, power dynamics, and social issues with implications within and beyond their own community)</li> <li>▶ develop criteria and processes for conveying ideas through drama</li> <li>▶ select and combine ideas and approaches to convey meaning in drama</li> <li>▶ make connections between drama work and the experiences of self and others</li> <li>▶ demonstrate empathy in drama explorations, in and out of <a href="#">role</a> (e.g., through journals, writing in role, small and large group discussion, reflection)</li> <li>▶ refine drama based on <a href="#">reflection</a> and feedback</li> </ul>
<p>A2 create roles that are true to the drama</p>	<ul style="list-style-type: none"> <li>▶ create roles that move beyond stereotypes to authentic representations</li> </ul>
<p>A3 use a variety of drama <a href="#">strategies</a> and <a href="#">forms</a> to make meaning through drama</p>	<ul style="list-style-type: none"> <li>▶ demonstrate willingness to explore ideas (e.g., control, peace, non-verbal communication) through a range of drama strategies and activities</li> <li>▶ select and use drama forms appropriately for specific purposes and to convey meaning (e.g., <a href="#">choral speaking</a> to show the power of sound for communicating meaning, <a href="#">dance drama</a> to convey a fluid idea such as the passage of time)</li> </ul>
<p>A4 demonstrate collaborative skills during drama</p>	<ul style="list-style-type: none"> <li>▶ consistently demonstrate respect for their peers' ideas and contributions</li> <li>▶ consistently offer encouragement to their peers</li> <li>▶ contribute to a trusting atmosphere conducive to taking risks (e.g., use voice in a different way, present for a large group, share personal insights and opinions as part of small and large group reflective activities)</li> <li>▶ demonstrate an ability to provide leadership within a group (e.g., modelling support and collaboration, leading warmup activities)</li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use voice and movement to communicate meaning</p>	<ul style="list-style-type: none"> <li>▶ select and combine <a href="#">vocal elements</a> and <a href="#">movement elements</a> to convey specific ideas or meaning</li> <li>▶ assess how voice and movement can represent what a character person is thinking and feeling</li> <li>▶ tell a story through movement and/or sound (e.g., the human life cycle by movement put to music, a <a href="#">mime</a> to depict electricity)</li> <li>▶ interpret a text from a variety of perspectives and attitudes (e.g., a letter to the editor about a community issue, a new immigrant to Canada meeting her or his neighbours)</li> <li>▶ represent abstract concepts using their bodies and movement (e.g., create a <a href="#">tableau</a> that represents the concept of citizen, community, or courage)</li> </ul>
<p>B2 participate in a variety of drama forms</p>	<ul style="list-style-type: none"> <li>▶ participate in a variety of drama forms and strategies (e.g., dance drama, <a href="#">readers' theatre</a>, choral speaking, scripted scenes, <a href="#">story drama</a>, mime, writing in role) to             <ul style="list-style-type: none"> <li>– explore and convey various situations</li> <li>– express thoughts, feelings, intentions, and attitudes of particular characters</li> </ul> </li> <li>▶ distinguish between selected forms and their use to convey thoughts, ideas, and meanings</li> <li>▶ use appropriate terminology to describe drama forms</li> <li>▶ reflect to make connections between the fictional and real worlds, including             <ul style="list-style-type: none"> <li>– in role reflection (e.g., writing in role, responding to peer questions)</li> <li>– out of role reflection (e.g., partner/large group discussion, responding to questions posed by the teacher, drawing, video journaling)</li> </ul> </li> </ul>
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <li>▶ follow rules and guidelines for safe participation in movement and voice explorations individually, in groups, and as a whole class (e.g., respect others' <a href="#">personal spaces</a>, use voice safely to avoid strain)</li> </ul>

**Context**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 compare themes and traditions in drama from a variety of cultural, social, and historical <a href="#">contexts</a></p>	<ul style="list-style-type: none"> <li>▶ describe archetypes portrayed in a variety of dramas (e.g., trickster, sage, earth mother, hero)</li> <li>▶ compare two or more dramas from differing cultural, social, or historical contexts with respect to attributes such as                             <ul style="list-style-type: none"> <li>– apparent purpose (e.g., to entertain, to tell a story, to portray a particular event, to celebrate an aspect of culture)</li> <li>– themes and content</li> <li>– characters portrayed</li> <li>– specific drama form</li> <li>– use of <a href="#">production elements</a> (e.g., costume, props, staging, makeup, lighting, sound)</li> </ul> </li> </ul>
<p>C2 identify various opportunities related to drama</p>	<ul style="list-style-type: none"> <li>▶ demonstrate knowledge of sources of information concerning drama activities and events occurring locally (e.g., web sites, newspaper)</li> <li>▶ interview someone involved in drama in the local community</li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 participate in drama <a href="#">performances</a></p>	<ul style="list-style-type: none"> <li>▶ demonstrate commitment to a variety of roles</li> <li>▶ use body and voice effectively to convey meaning</li> <li>▶ explore attitudes and beliefs of characters for application in drama work</li> <li>▶ demonstrate willingness to take appropriate risks (e.g., take on unfamiliar roles, expanding their boundaries)</li> <li>▶ demonstrate collaboration skills in drama performance</li> <li>▶ select and apply production elements to enhance drama work (e.g., music, lights, props, set, costume, performance space)</li> <li>▶ demonstrate individual responsibility within the group when developing, rehearsing, and presenting drama work (e.g., focus and concentration, respect for others' contributions, providing constructive feedback)</li> <li>▶ demonstrate willingness to accept feedback</li> <li>▶ incorporate feedback to improve performance as applicable</li> </ul>
<p>D2 apply established criteria to analyse their own and others' performances</p>	<ul style="list-style-type: none"> <li>▶ demonstrate respect and engagement during informal and formal performances</li> <li>▶ demonstrate audience interaction when appropriate to the drama form (e.g., theatre sports, melodrama)</li> <li>▶ apply defined criteria to analyse performance (e.g., appropriateness of form and subject matter for the audience and purpose, authentic representation, use of production elements)</li> <li>▶ suggest reasons for various responses to a drama presentation</li> <li>▶ explain their responses to a drama presentation</li> <li>▶ apply feedback to their own presentations that can be used to refine future work</li> <li>▶ offer constructive criticism designed to improve drama performance</li> </ul>

## Grade 7

### Exploring and Creating

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use the <a href="#">creative process</a> to explore a range of issues and abstract concepts</p>	<ul style="list-style-type: none"> <li>▶ explore a variety of issues and abstract concepts through drama (e.g., community, strength of character, control)</li> <li>▶ explore <a href="#">tension</a> and conflict in <a href="#">role</a> (e.g., conflicting feelings about leaving home, tension between standing up for something important and risking social exclusion)</li> <li>▶ work within a range of <a href="#">drama forms</a> to express literal and metaphorical meaning</li> <li>▶ select and combine ideas and forms to create drama works</li> <li>▶ ask and respond to questions in and out of role to help create meaning from the drama work</li> <li>▶ demonstrate empathy in drama explorations, in and out of role (e.g., writing in role, small and large group discussion, answering questions posed by teacher and peers)</li> <li>▶ <a href="#">reflect</a> to make connections between drama work and the experiences of self and others, including                             <ul style="list-style-type: none"> <li>– in-role reflection (e.g., writing in role, responding in role to peer and teacher questions)</li> <li>– out-of-role reflection (e.g., journaling, drawing, small and large-group discussion in response to teacher posed questions)</li> </ul> </li> <li>▶ refine drama based on reflection and feedback and explain their choices</li> </ul>
<p>A2 create roles that are true to the drama</p>	<ul style="list-style-type: none"> <li>▶ create roles that move beyond stereotypes to authentic representations</li> </ul>
<p>A3 demonstrate collaboration skills during drama, including</p> <ul style="list-style-type: none"> <li>– respecting and encouraging others</li> <li>– contributing to a trusting environment</li> <li>– willingness to work with all others in group</li> </ul>	<ul style="list-style-type: none"> <li>▶ consistently demonstrate respect for their peers’ ideas and contributions</li> <li>▶ consistently offer encouragement to their peers</li> <li>▶ demonstrate an ability to contribute to a trusting environment where everyone feels safe to push their own boundaries (e.g., using voice in a different way, taking on unfamiliar roles, presenting for a large group, sharing personal insights and opinions)</li> <li>▶ provide leadership within group activities (e.g., modelling support and collaboration, leading warmup activities)</li> <li>▶ demonstrate an ability to work with others regardless of differing sexes, backgrounds, or abilities</li> </ul>

## Drama Forms, Strategies, and Skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 apply <a href="#">vocal elements</a> and <a href="#">movement elements</a> to communicate and interpret meaning</p>	<ul style="list-style-type: none"> <li>▶ analyse how voice and movement convey specific ideas and meaning</li> <li>▶ combine voice and movement to convey specific ideas or meaning</li> <li>▶ alter voice and movement as appropriate to express intended meaning while working in role with others</li> <li>▶ represent abstract concepts through movement and voice (e.g., create a <a href="#">mime</a> that represents concepts such as exclusion, power, or fairness)</li> <li>▶ alter voice and movement as appropriate in response to different performance spaces (e.g., the classroom vs. the school auditorium)</li> </ul>
<p>B2 demonstrate active engagement in a variety of drama forms</p>	<ul style="list-style-type: none"> <li>▶ participate actively and with engagement in a variety of drama forms to               <ul style="list-style-type: none"> <li>– express thoughts, feelings, intentions, and attitudes of particular characters</li> <li>– explore and convey various situations</li> </ul> </li> <li>▶ select and apply forms appropriate for the purpose and to convey thoughts, ideas, and meanings (e.g., <a href="#">playbuilding</a> to develop a drama collaboratively, scripted plays to focus on characterization)</li> <li>▶ use appropriate terminology to describe drama forms</li> <li>▶ reflect to make connections between the fictional and the real world, including               <ul style="list-style-type: none"> <li>– reflecting in role (e.g., writing in role, answering questions about values and motivations)</li> <li>– reflecting out of role (e.g., partner/large group discussion, responding to questions posed by the teacher, drawing, journaling)</li> </ul> </li> </ul>
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <li>▶ follow rules and guidelines for safe participation in individual, group, and class movement and voice explorations (e.g., respect others' <a href="#">personal spaces</a>, use voice safely to avoid strain)</li> <li>▶ follow rules and guidelines for safe use of props and equipment</li> <li>▶ describe the purpose of a warmup</li> </ul>

## Context

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 analyse the role of drama in a variety of social, cultural, and historical <a href="#">contexts</a></p>	<ul style="list-style-type: none"> <li>▶ make connections between drama forms learned in class and drama forms in various historical, cultural, and societal contexts</li> <li>▶ describe examples of the purpose and significance of drama in specific                             <ul style="list-style-type: none"> <li>– historical contexts (e.g., classical Greek comedy and tragedy, vaudeville)</li> <li>– cultural contexts (e.g., Aboriginal storytelling dramas, Indonesian shadow puppetry)</li> <li>– societal contexts (e.g., <a href="#">story drama</a> to explore social issues, films posted on the Internet to reach a wide audience)</li> </ul> </li> </ul>
<p>C2 demonstrate an understanding of how social values are communicated in drama</p>	<ul style="list-style-type: none"> <li>▶ analyse how social values are represented in specific examples of                             <ul style="list-style-type: none"> <li>– live drama and theatre</li> <li>– film and television</li> </ul> </li> <li>▶ assess specific drama forms (e.g., scripted plays, <a href="#">improvisation</a>, documentary film) for their capacity to reflect or affect social values</li> <li>▶ based on examples viewed and studied, give an opinion on how drama can be used to reflect and challenge social values</li> </ul>
<p>C3 assess lifelong opportunities in drama</p>	<ul style="list-style-type: none"> <li>▶ based on interviews, Internet research, or guest speakers, present possible opportunities in drama (e.g., as participant or performer, as audience, in various areas of production, advocacy, criticism), such as                             <ul style="list-style-type: none"> <li>– in the classroom, school, and community</li> <li>– present and future opportunities</li> <li>– recreational and career opportunities</li> </ul> </li> </ul>

## Presenting and Performing

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 <a href="#">perform</a> drama for specific purposes and audiences</p>	<ul style="list-style-type: none"> <li>▶ demonstrate commitment to and engagement within a variety of roles</li> <li>▶ use body and voice effectively to convey meaning during presentation and performance</li> <li>▶ explore attitudes and beliefs of characters for application in drama work</li> <li>▶ demonstrate willingness to take appropriate risks (e.g., take on unfamiliar roles, experiment with various vocal and movement elements to portray a character)</li> <li>▶ demonstrate collaboration skills in drama performance</li> <li>▶ select and apply <a href="#">production elements</a> to enhance drama work (e.g., music, lights, props, set, makeup, costume, performance space)</li> <li>▶ demonstrate individual responsibility within the group when developing, rehearsing, and presenting drama work (e.g., focus and concentration, respect for others' contributions, providing constructive feedback)</li> <li>▶ demonstrate willingness to accept feedback</li> <li>▶ incorporate feedback to improve performance as applicable</li> </ul>
<p>D2 apply established criteria to analyse their own and others' performances</p>	<ul style="list-style-type: none"> <li>▶ demonstrate appropriate audience skills during informal and formal presentations and performances (e.g., focus on presenters, contribute to a safe environment by respecting efforts of the performers)</li> <li>▶ demonstrate audience interaction when appropriate for the drama form (e.g., theatre sports, melodrama, pantomime)</li> <li>▶ work with partners or in groups to create criteria to analyse performances (e.g., appropriateness of form and subject matter for the audience and purpose, authentic roles, effectiveness of production elements)</li> <li>▶ offer constructive criticism designed to improve drama presentation and performance</li> <li>▶ suggest reasons for various responses to a drama presentation</li> <li>▶ explain their responses to a drama presentation based on established criteria</li> <li>▶ apply feedback to their own presentations that can be used to refine future work</li> </ul>



## Glossary

The following pages define selected terms used in this curriculum as they pertain to Drama education. These definitions provide specificity and context to help clarify the intent of expectations articulated in the curriculum. It is understood that different terms may be used to describe some drama concepts; this glossary therefore defines only those terms used in this curriculum, but provides alternative terms as appropriate.

This glossary is a starting point only, and is not intended to be an exhaustive list of terminology related to drama.

choral speaking	a drama form that involves individuals speaking a text together, usually with the direction of a leader. Variations of choral speaking include <ul style="list-style-type: none"> <li>• call and response or echo reading (one group speaks one part of the text alternating with a second group speaking the other part)</li> <li>• verse and chorus (an individual narrates the verse followed by a group speaking the chorus)</li> <li>• cumulative (the text begins with one person speaking, other voices are added until all are speaking).</li> </ul>
caption	a brief statement, written or spoken, that explains or contextualizes a drama presentation; often used with TABLEAUX.
character	see ROLE.
conflict	see TENSION.
context	circumstances influencing the creation and interpretation of a drama, dance, music, or visual art work. Context includes social, cultural, historical, and personal circumstances (e.g., age, sex, gender, belief systems, socio-economics, environment and geography, socio-political, trends and fashions, technology, migration).
creative process	an ongoing and circular process of exploration, selection, combination, refinement, and reflection to create drama, dance, music, or visual artworks.
cultural appropriation	use of cultural motifs, themes, “voices,” images, etc. without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.
dance drama	a drama form in which individuals or groups create movements that tell a story, with music as stimulus and/or accompaniment
drama form	the overall medium or structure for the expression of dramatic meaning and message. Examples of drama forms include role drama, story drama, mime, puppetry, choral speaking, dance drama, improvisation, scripted plays, film, etc. (Drama forms are also sometimes referred to as <i>structures</i> , <i>styles</i> , <i>genres</i> , etc.)
general space	the space in which the whole group works; the space encompassing all individuals’ PERSONAL SPACES.

## GLOSSARY

improvisation	movement, dialogue, or action that is created spontaneously. Improvisation ranges from free-form to highly structured (e.g., based on an understanding of a specific drama form), but always with an element of chance and unpredictability. Improvisation allows an individual to bring together elements quickly, and requires focus and concentration.
mime	a drama form involving the presentation of ideas or feelings through movement and “pretend” objects, without dialogue.
movement elements	the ways in which an individual uses the body and movement in role. Movement elements can include characteristics such as <ul style="list-style-type: none"><li>• travelling/locomotor movements (e.g., walk, run, jump, slide, skip)</li><li>• on-the-spot/non-locomotor movements (e.g., curl, stretch, spin)</li><li>• direction</li><li>• speed/tempo of movements</li><li>• levels (e.g., high, medium, low) and pathways (e.g., straight, curved, zigzag)</li><li>• energy, intensity, and flow of movements</li><li>• moving to a beat or rhythm.</li></ul>
personal space	the “space bubble” that a person occupies, including all levels, planes, and directions both near to and far from the body’s centre.
playbuilding	a drama form that involves creating, rehearsing, and presenting a story based on ideas, life experiences, and imagination.
presentation and performance	any sharing of a drama work for an audience and a particular communicative purpose. Drama presentations and performances can be informal (e.g., one small group presenting their work for the rest of the class), or more formalized (e.g., with an audience from outside the class, incorporating production elements and/or a planned presentation space or stage, rehearsed and refined over time).
production elements	also sometimes referred to as <i>stagecraft</i> , the use of sound, lighting, sets, costumes, makeup, props, media, etc., to enhance the physical and aesthetic representation of a staged drama, dance, or music production.
readers’ theatre	a drama form that involves interpreting an existing written text (e.g., a story, a poem, a song) as a drama. The focus is on expressive voice skills and gestures to interpret role; students generally remain stationary (seated or standing) during the reading, and staging, costumes, etc. are not used.
reflection	a process that helps participants think about the drama experience and consolidate meanings. It helps students, whether working in or out of role, to better understand their thoughts and feelings in response to the drama experience. Reflection in role can occur through strategies such as writing-in-role, re-telling stories, and answering questions about values and motivations. Reflection out of role can take place through strategies such as journaling, small-group sharing, and large-group discussion based on a teacher-posed question.

role, in role	<p>taking on and exploring the thoughts perceptions, feelings, and beliefs of another. Working “in role” is a foundational experience for students in all grades. They work within role to safely explore what it might be like to be “in someone else’s shoes.” REFLECTION opportunities (either in or out of role) help students to process their experience of being in role and make connections between the imagined and real worlds. A student may create a role for a brief period of time that lasts only the length of the activity or strategy, or may evolve a role over the course of days or weeks.</p> <p>In-role exploration and interaction may include strategies and activities such as speaking the thoughts and feelings of a character, narrating, answering questions, writing a letter to another character, creating “thought bubbles,” or participating in an in-role panel discussion or debate (e.g., a community meeting, a king’s court). For older students and for roles that are developed over time, role exploration can also include activities such as keeping an ongoing role journal, or researching relevant cultural and historical contexts.</p> <p>Teachers may also take on a role themselves — a strategy known as “teacher in role” — to interact with students in role. A teacher in role functions both as teacher guiding and facilitating the learning experience from inside the drama work, as well as participating within the drama experience as a character. Teacher in role might involve the teacher taking on a key character within the story (e.g., a heartless queen who is oppressing the peasants) or just one of the crowd among the students in role (e.g., one of the peasants discussing how to approach the queen).</p> <p>(Working in and developing roles is also sometimes referred to as <i>characterization</i>, particularly for more formal performance contexts.)</p>
role drama	a fundamental drama form in which students work in role to relate to each other, make choices, and explore situations and issues.
soundscape	a drama form that creates a sonic composition using any arrangement of sounds, and any combination of voices, traditional instruments, non-traditional instruments, voices, body percussion, natural sounds, found sounds, synthetic sounds, etc.
story drama	a drama form similar to ROLE DRAMA but using story as the starting point for exploration. Story drama involves students becoming active players in an imagined or alternative reality.
strategies	techniques and approaches teachers or students use to explore and create a drama work (e.g., playbuilding, improvisation, tableau, soundscape, voice collage, discussions and debates, teacher in role, writing in and out of role, reflection activities).
tableau	a drama form in which one or more people create a still picture with their bodies to represent an idea or concept. Tableaux may be stand-alone, or may be incorporated as part of a larger form (e.g., the opening or closing pose of a play).
tension	the force that drives the drama work. It may be created through elements such as time, space, conflict, constraints, unknown, responsibility, or mystery.

- vocal elements
- the ways in which an individual uses the voice to explore, develop, and portray a role. Vocal elements can include characteristics such as
- volume
  - pace
  - pitch
  - tone (e.g., soothing, scolding, tentative, authoritative)
  - timbre (e.g., growly like a bear, squeaky like a mouse, nasal like an alien, booming like a foghorn)
  - articulation and enunciation
  - projection.