
DRAMA

A. PROGRAM RATIONALE AND PHILOSOPHY

Drama is both an art form and a medium for learning and teaching. It can develop the whole person—emotionally, physically, intellectually, imaginatively, aesthetically and socially—by giving form and meaning to experience through acting out. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

Dramatic growth parallels the natural development of the student. This growth is fostered in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron. Here the self-development and socialization processes of the student are extended by developing an appreciation of theatre as a traditional art form.

B. GENERAL LEARNER EXPECTATIONS

FIRST GOAL

To acquire knowledge of self and others that results from reflecting on dramatic play.

Objectives

The child should:

1. realize and appreciate the uniqueness of self
2. grow in self-confidence
3. experience feelings of success and acceptance
4. develop sensory awareness
5. sharpen observations of people, of situations and of the environment
6. develop a capacity for imaginative and creative thought
7. explore, control and express emotions
8. develop respect for others—their rights, their ideas and their differences
9. give meaning to abstract concepts realized through dramatic play.

SECOND GOAL

To develop competency in communication skills through drama.

Objectives

The child should:

1. develop an awareness of the body and voice as tools of communication
2. develop an ability to discuss and share experiences
3. explore the use of dramatic symbols and theatre conventions
4. develop belief in identification with and commitment to role
5. give form and shape to ideas and experiences.

THIRD GOAL

To foster an appreciation for drama as an art form.

Objectives

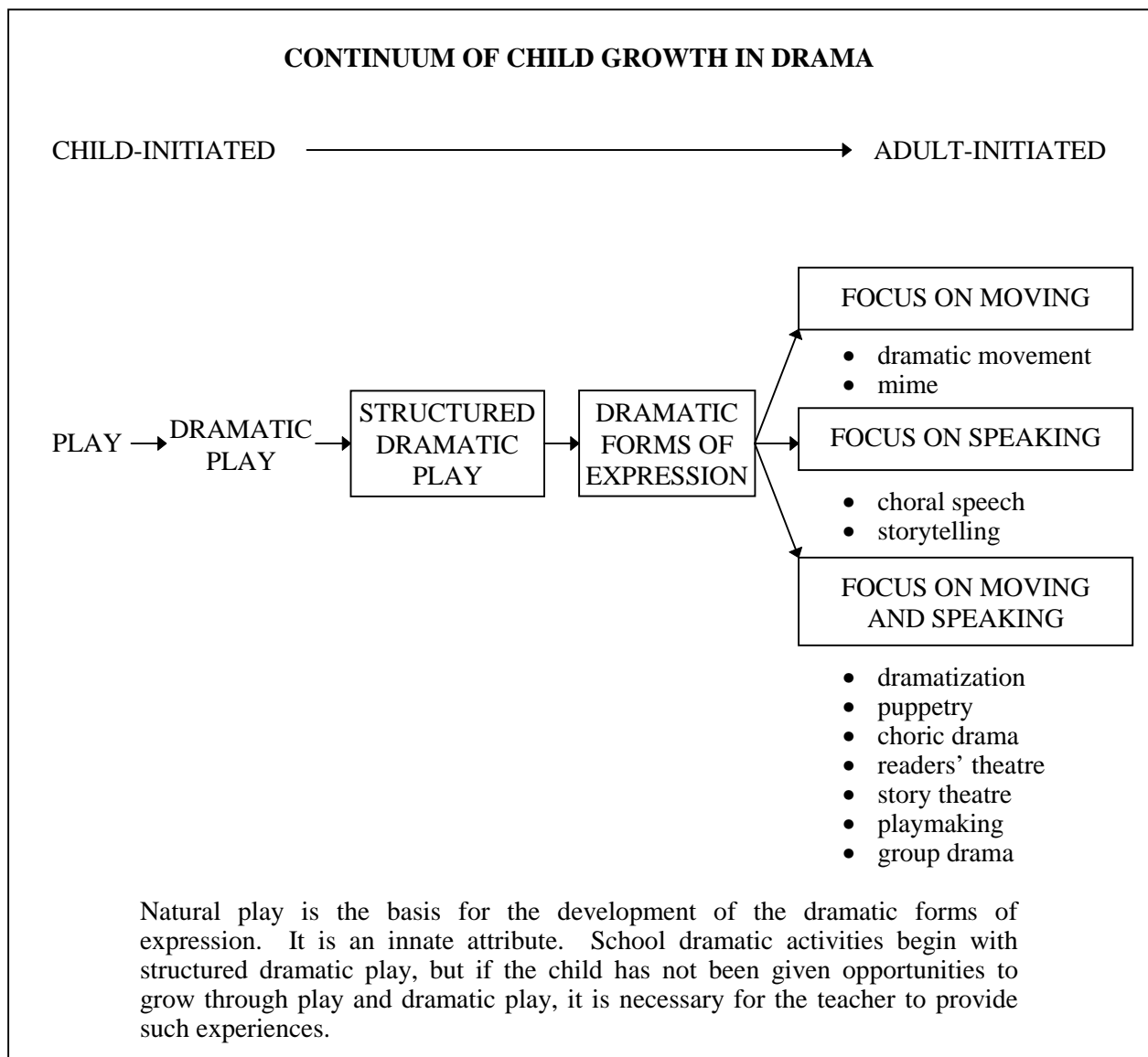
The child should:

1. develop an awareness of and respect for potential excellence in self and others
2. develop a capacity to analyze, evaluate and synthesize ideas and experiences
3. develop an awareness and appreciation of the variety of dramatic forms of expression.

C. SPECIFIC LEARNER EXPECTATIONS

Elementary drama is an optional program designed to be used either as a separate subject or integrated with other subjects. General sequencing is necessary with play, dramatic play and structured dramatic play preceding work in any of the eleven dramatic forms of expression—dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric

drama, readers' theatre, story theatre, playmaking and group drama. A number of the dramatic forms have definite prerequisites with the general suggestion that one form focusing on moving and one on speaking precede any of the forms that involve moving and speaking together (see chart below).



DRAMATIC FORMS

SKILLS THE CHILD SHOULD:	1-2	3-4	5-6
STRUCTURED DRAMATIC PLAY ★			
Physical			
• develop sensory awareness	→		
• become aware of body and voice as instruments of expression	→		
• explore and express large and small body movements	→		
• develop techniques for relaxation	→		
Intellectual			
• develop and exercise imagination	→		
• develop concentration	→		
• recognize and learn to trust the intuitive response	→		
• exercise divergent and convergent thinking	→		
Emotional			
• explore emotion	→		
• control emotion	→		
• express emotion	→		
Social			
• understand self	→		
• understand others	→		
• discipline self	→		
• develop acceptance of self/others (tolerance)	→		
• develop appreciation of the work of self and others	→		
• cope with emotional responses	→		
Integrative			
• understand and respond to environment	→		
• respect and investigate ideas of others	→		
• role play	→		
• develop a sense of form	→		
• make the abstract concrete	→		
• learn to respond to stimuli; e.g., music, pictures, objects, literature	→		

★ Each skill is introduced at the grade level indicated by the start of the arrow and developed further in succeeding grades.

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6
• develop the confidence to make choices	_____→		
• respect the space of others	_____→		
• communicate through space	_____→		
• test and reflect on the consequences of dramatic decisions	_____→		
DRAMATIC MOVEMENT			
• understand personal space, general space and the inherent differences between the two	_____→		
• develop flexible, free and controlled movement	_____→		
• practise moving in different ways in response to a variety of stimuli	_____→		
• discover how to use the body as a vehicle for expressing and interpreting feelings and ideas	_____→		
• analyze different ways of moving alone and with others	_____→		
• express simple characterization through movement	_____→		
• appreciate the aesthetics of movement	_____→		
• use dramatic movement to investigate the environment	_____→		
• develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum	_____→		
MIME			
• learn to express oneself physically and imaginatively through movement and gesture	_____→		
• observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)	_____→		
• explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)	_____→		
• observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)	_____→		
• learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)	_____→		
• investigate physical comedy through examination of the allied art of clowning	_____→		
• develop an understanding and appreciation for an art form	_____→		
• apply mime skills to learning situations	_____→		

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

CHORAL SPEECH

General Speaking Skills

- develop the following vocal skills:
 - recognize and reproduce the articulated sounds of standard speech →
 - speak clearly →
 - speak with ease →
 - speak expressively →
 - speak with energy →
 - speak with an appreciation of the flexibility of the voice as an instrument →
 - learn concepts of pitch, pace, pause, rate, intensity, volume →
- develop the following interpretive skills:
 - communicate the meaning of a piece of literature →
 - express mood →
 - explore natural rhythm →
 - phrase for meaning →
 - colour individual words →
 - develop skills of presentation by becoming aware of the importance of face, voice and body →
- develop appreciation for enjoyment of literature →
- develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories →
- develop language skills through the language processes of speaking, listening, writing and reading →

Specific Choral Speech Skills

- listen to self and others →
- blend the voice with others →
- respond to cues given by leader →

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

- speak:
 - in unison —————→
 - antiphonally —————→
 - cumulatively —————→
 - solo lines —————→

STORYTELLING

General Speaking Skills

- develop the following vocal skills:
 - recognize and reproduce the articulated sounds of standard speech —————→
 - speak clearly —————→
 - speak with ease —————→
 - speak expressively —————→
 - speak with energy —————→
 - speak with an appreciation of the flexibility of the voice as an instrument —————→
 - learn concepts of pitch, pace, pause, rate, intensity, volume —————→
- develop the following interpretive skills:
 - communicate the meaning of a piece of literature —————→
 - express mood —————→
 - explore natural rhythm —————→
 - phrase for meaning —————→
 - colour individual words —————→
 - develop skills of presentation by becoming aware of the importance of face, voice and body —————→
- develop appreciation for enjoyment of literature —————→
- develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories —————→
- develop language skills through the language processes of speaking, listening, writing and reading —————→

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

Specific Storytelling Skills

- develop and extend the ability to recall and sequence events —————>
- develop an awareness and understanding of differentiation of character within a story —————>
- apply storytelling skills to other areas of study —————>

DRAMATIZATION

- develop role-playing skills:
 - accept role playing as a positive learning experience —————>
 - take on the attitude of another —————>
 - assume the physical attributes of another —————>
 - emphasize the situation of another —————>
 - use role playing as a problem-solving tool —————>
- recognize and use dramatic form:
 - appreciate and use the possibilities of a story line in sequence —————>
 - recognize and incorporate structure; i.e., beginning, middle and end —————>
 - respond in language appropriate to different situations —————>
 - recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment —————>
- develop an appreciation of the art form of acting out literature —————>
- be motivated to extend the dramatization experience into other subject areas —————>

PUPPETRY

- become aware of the puppet as a communicative medium by:
 - moving as a puppet —————>
 - moving another as a puppet —————>
 - constructing a simple puppet —————>
- apply moving skills to puppetry by:
 - experimenting with puppet manipulation —————>
 - exploring and creating various environments through which the child can move the puppet —————>

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

- apply speaking skills to puppetry by:
 - communicating through the puppet as an extension of self —————>
 - responding to another puppet creating dialogue —————>
- apply dramatization skills to puppetry by:
 - creating a character for a puppet —————>
 - creating an environment in which the character will react —————>
 - expressing feelings as a puppet —————>
 - working with others to create a puppet story —————>
- appreciate the complexities of a puppet performance by:
 - sharing their own puppet scene/episodes/play:
 - with each other —————>
 - with other groups in the class —————>
 - with other classes —————>
 - viewing other puppet performances; e.g., student or professional —————>
 - learning about the history and types of puppets and puppetry —————>
- apply the skills of puppetry to other subject areas —————>

CHORIC DRAMA

General Speaking Skills

- develop the following vocal skills:
 - recognize and reproduce the articulated sounds of standard speech —————>
 - speak clearly —————>
 - speak with ease —————>
 - speak expressively —————>
 - speak with energy —————>
 - speak with an appreciation of the flexibility of the voice as an instrument —————>
 - learn concepts of pitch, pace, pause, rate, intensity, volume —————>

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

- develop the following interpretive skills:
 - communicate the meaning of a piece of literature —————>
 - express mood —————>
 - explore natural rhythm —————>
 - phrase for meaning —————>
 - colour individual words —————>
 - develop skills of presentation by becoming aware of the importance of face, voice and body —————>
- develop appreciation for enjoyment of literature —————>
- develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories —————>
- develop language skills through the language processes of speaking, listening, writing and reading —————>

Specific Choric Drama Skills

- use skills as outlined in choral speech, dramatic movement, mime and dramatization —————>
- analyze literature for dramatic potential —————>
- create individual and/or group characterization —————>
- explore appropriate movement and speech qualities for characterization —————>
- apply choric drama skills to the investigation of other areas of study —————>
- learn how to use theatrical elements to enhance a presentation —————>

READERS' THEATRE

General Speaking Skills

- develop the following vocal skills:
 - recognize and reproduce the articulated sounds of standard speech —————>
 - speak clearly —————>
 - speak with ease —————>
 - speak expressively —————>
 - speak with energy —————>

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

- speak with an appreciation of the flexibility of the voice as an instrument —————>
- learn concepts of pitch, pace, pause, rate, intensity, volume —————>
- develop the following interpretive skills:
 - communicate the meaning of a piece of literature —————>
 - express mood —————>
 - explore natural rhythm —————>
 - phrase for meaning —————>
 - colour individual words —————>
 - develop skills of presentation by becoming aware of the importance of face, voice and body —————>
- develop appreciation for enjoyment of literature —————>
- develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories —————>
- develop language skills through the language processes of speaking, listening, writing and reading —————>

Specific Readers' Theatre Skills

- communicate effectively from a prepared script —————>
- use skills as outlined in choral speech and/or storytelling and dramatization —————>
- select visual elements to enhance communication —————>
- learn scripting techniques —————>
- adapt material from other areas of study to the readers' theatre —————>
- appreciate readers' theatre as an art form —————>

STORY THEATRE

General Speaking Skills

- develop the following vocal skills:
 - recognize and reproduce the articulated sounds of standard speech —————>
 - speak clearly —————>

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6
– speak with ease	_____	_____	_____
– speak expressively	_____	_____	_____
– speak with energy	_____	_____	_____
– speak with an appreciation of the flexibility of the voice as an instrument	_____	_____	_____
– learn concepts of pitch, pace, pause, rate, intensity, volume	_____	_____	_____
• develop the following interpretive skills:			
– communicate the meaning of a piece of literature	_____	_____	_____
– express mood	_____	_____	_____
– explore natural rhythm	_____	_____	_____
– phrase for meaning	_____	_____	_____
– colour individual words	_____	_____	_____
– develop skills of presentation by becoming aware of the importance of face, voice and body	_____	_____	_____
• develop appreciation for enjoyment of literature	_____	_____	_____
• develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories	_____	_____	_____
• develop language skills through the language processes of speaking, listening, writing and reading	_____	_____	_____
Specific Story Theatre Skills			
• use skills as outlined in storytelling and dramatization			_____
• develop the ability to select theatre elements that best enhance the literature			_____
• develop the ability to recognize literature and experiences that are best accommodated by this style of expression			_____
• develop an appreciation of story theatre as an art form	_____	_____	_____
PLAYMAKING			
• use skills as outlined in dramatization			_____
• develop the ability to originate a dramatic story:			
– respond to a need to develop a dramatic story to meet a given situation			_____
– use dramatization skills to develop expression			_____

SKILLS THE CHILD SHOULD:	GRADES		
	1-2	3-4	5-6

- develop the ability to shape a dramatic story:
 - organize events —————>
 - develop dialogue appropriate to the situation —————>
 - develop awareness of mood and atmosphere —————>
 - learn to control mood and atmosphere —————>
 - appreciate the art of structuring a play —————>
- develop the ability to communicate a story:
 - refine communication skills in voice, movement and gesture —————>
 - be aware of and use such theatrical elements as movement/stillness, light/dark, sound/silence —————>
 - appreciate the use of these theatrical elements in communicating a play —————>
- appreciate playmaking by others; e.g., other students or professionals —————>
- use the art of playmaking to express ideas and content from other subject areas; e.g., history, literature, feelings —————>

GROUP DRAMA

- develop the ability to make decisions in a group:
 - accept self as part of a group —————>
 - listen to ideas of another —————>
 - offer own ideas —————>
 - become aware of and accept the group purpose —————>
- cooperatively build a drama to:
 - send both verbal and non-verbal signals to others —————>
 - receive and respond to verbal and non-verbal signals —————>
 - solve problems —————>
 - recognize and use group space —————>
 - become aware of and use tensions/conflicts —————>
 - appreciate the shared creation of a drama —————>
- draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama —————>