

Grade 2 Drama

ENGLISH Program

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, visual arts, music, and dance. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, music, and dance foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making*, *Creating*, *Connecting*, and *Responding*. Arts language and practices (*Making*) are connected to how they may be used to create (*Creating*), to what understandings and significance the language and practices can communicate through diverse contexts (*Connecting*), and to how critical reflection about the dramatic arts transforms learning and develops identity and agency (*Responding*). Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in [drama](#), [visual arts](#), [music](#), and [dance](#) illustrate recursive learnings in arts education.

Course Overview

In Grade 2, the learner

- develops language and practices for making drama (*Making*)
- generates, develops, and communicates ideas for creating drama (*Creating*)
- develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures (*Connecting*)
- uses critical reflection to inform dramatic arts learning and to develop agency and identity (*Responding*)

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences.

Global Competencies in the Dramatic Arts



Critical Thinking

Critical thinking in the dramatic arts consists of analyzing, synthesizing, interpreting, and evaluating the dramatic arts experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the dramatic work and experience to facilitate interpretation, evaluation, and assessment.
- Learners determine how the elements of the dramatic arts are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the dramatic work or experience while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.
- Learners give and justify their interpretations, preferences, and evaluations of dramatic arts work or experiences in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate the artistic experience or work.



Creativity

Creativity in the dramatic arts is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create an artistic work.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.

- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for dramatic arts creations.
- Learners build on the ideas of others to create dramatic art.
- Learners experiment and develop ideas iteratively using dramatic arts language (e.g., elements, forms, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share the artistic work in response to self-reflection or peer feedback.



Citizenship

Citizenship in the dramatic arts is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of artworks.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in the dramatic arts.
- Learners examine how the dramatic arts influence, comment on, and challenge identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through dramatic arts experiences.
- Learners realize their potential through their artistic contributions.
- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of the dramatic works.



Connection to Self

Connection to self in the dramatic arts includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising dramatic arts helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through dramatic arts experiences.
- Learners self-regulate, self-evaluate, and reflect on the dramatic arts experience to improve themselves.
- Learners set and pursue artistic goals for their learning in dramatic arts, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which dramatic arts shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.



Collaboration

Collaboration in the dramatic arts is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to dramatic arts.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about dramatic arts experiences.
- Learners understand that drawing on others' ideas can enrich their dramatic arts learning and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., play, improvisation, etc.) by practising active listening and adjusting their performance to others' performances.
- Learners give and accept feedback on their ideas and those of others.
- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in the dramatic arts.
- Learners engage in the collective purpose or common goal while co-constructing dramatic artworks and experiences with peers.



Communication

Communication in the dramatic arts is based on interaction with others or with a dance, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use dramatic arts language (e.g., elements, forms, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to the dramatic arts on the development of their identity and relationships.
- Learners determine the artistic intent of a work, taking into account the context and target audience.
- Learners seek to understand the messages in their dramatic arts experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which the dramatic arts can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through dramatic arts language.
- Learners make connections and build relationships through dramatic arts experiences.
- Learners recognize the communicative power of the dramatic arts in building community.



Enduring Understandings

Making in the Dramatic Arts

The learner develops language and practices for making drama/theatre using tools (body, voice, mind), techniques, elements, and forms associated with the dramatic arts. The dramatic arts embody and communicate ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making drama/theatre illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in the Dramatic Arts

The learner develops understandings about the significance, influence, impact, and role of the dramatic arts by making connections to the contexts of various times, places, social groups, and cultures. Engaging with dramatic arts practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. “Connecting” in the dramatic arts invites the learner to question the past, to challenge the present, and to shape the future.

Creating in the Dramatic Arts

The learner engages in the creative process by generating, developing, and communicating ideas in the creation of dramatic art. The creative process in drama/theatre provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today’s world.

Responding in the Dramatic Arts

The learner uses critical reflection to inform drama/theatre learning by responding, observing, describing, analyzing, and interpreting dramatic arts experiences. The process of critical reflection in dramatic arts enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner’s identity and agency and is necessary for transformative learning.



Learning Outcomes

Making (DR-M): The learner develops language and practices for making drama/theatre.

2-DR-M1 The learner demonstrates an understanding of and a facility with a variety of dramatic forms.

The learner is able to do the following:

- Participate collaboratively in a variety of grade-appropriate dramatic forms.
Examples:
 - pantomime, storytelling, choral speaking, choral reading, improvisation, puppetry, tableau, story theatre
 - Readers Theatre
 - collective creation
 - radio plays, learner in role, mime, monologue, farce, melodrama
- Identify and describe, using appropriate vocabulary, the basic characteristics of dramatic forms in own dramatic arts learning experiences.

2-DR-M2 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts.

The learner is able to do the following:

- Use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings.
- Take on different points of view in dramatic play.
- Collaborate with others in the interpretation of characters.
- Sustain a willing suspension of disbelief by staying focused and in character in play experiences.

2-DR-M3 The learner demonstrates an understanding of and a facility with theatrical elements that contribute to the dramatic arts.

The learner is able to do the following:

- Demonstrate an understanding of beginning, problem, and resolution as basic components of dramatic play.
- Respond to, use, and create tension to develop dramatic play experiences.
- Select and use real and imaginary costumes, props, and objects to support and enhance dramatic play.



Creating (DR-CR): The learner generates, develops, and communicates ideas for creating drama.

2-DR-CR1 The learner generates ideas for creating drama using a variety of sources.

The learner is able to do the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; poems; stories; music; daily, family, or community life) to ignite ideas and questions for dramatic arts creation.
- Consider other arts disciplines (visual arts, dance, media arts, music) and other subject areas to inspire and trigger ideas for dramatic arts creation.
- Explore the tools and techniques (body, mind, voice) and use improvisation to generate ideas for dramatic arts creation.
- Create and use play areas for specific play experiences and use a variety of objects imaginatively as props.
- Engage in collaborative idea generation/brainstorming as inspiration for dramatic arts creation.
- Collect information to stimulate and develop own ideas for dramatic arts creation.

2-DR-CR2 The learner experiments with, develops, and uses ideas for creating drama.

The learner is able to do the following:

- Experiment with drama tools (body, voice, and mind), and costumes, props, or found objects to test and elaborate ideas.
- Make decisions, with teacher guidance, about the selection and use of ideas and dramatic elements and forms in own dramatic play (e.g., Pat, "I'll use this cloth for my cape." Ramon: "I'll speak in an angry voice.").
- Describe own decisions regarding the selection and use of ideas and dramatic elements and forms.
- Incorporate serendipitous discoveries into own creative work, as appropriate.
- Develop and extend dramatic arts ideas individually and in collaboration with others.

2-DR-CR3 The learner revises, refines, and shares dramatic arts ideas and creative work.

The learner is able to do the following:

- Share work in progress to inform revisions.
- Refine dramatic arts experiences to share with others.
- Share own dramatic work with others through performances, scripts, or video recordings.



Connecting (DR-C): The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.

2-DR-C1 The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.

The learner is able to do the following:

- Perform, observe, and demonstrate an awareness of plays and stories that serve as the basis for dramatic arts among various groups (ideally, include content from cultures represented within the school community).
- Identify, share, and talk about examples of dramatic play and dramatic performances experienced at home, at school, and in the community.
- Demonstrate an awareness of people who are involved in the dramatic arts in own community.

2-DR-C2 The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.

The learner is able to do the following:

- Demonstrate an awareness of different kinds of drama and theatre.
- Recognize that the dramatic arts are an art form, along with dance, literary arts, music, and visual arts.

2-DR-C3 The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities.

The learner is able to do the following:

- Identify when and why people use drama in daily life (e.g., for storytelling, celebrating, learning, communicating ideas, selling, entertaining).
- Demonstrate an awareness of the intended meanings and/or purposes of the dramatic arts encountered in own performance and viewing experiences.
- Demonstrate an appreciation of the dramatic arts as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures).
- Demonstrate an awareness of ways in which the dramatic arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups.
- Demonstrate an understanding of ways to interact appropriately in dramatic arts situations as participants, audience members, and performers.



Responding (DR-R): The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.

2-DR-R1 The learner generates initial reactions to dramatic arts experiences.

The learner is able to do the following:

- Take time to perceive dramatic arts experiences before sharing opinions and making judgments.
- Make personal connections to previous experiences with the dramatic arts and other art forms.
- Express first impression of own and others' dramatic arts work (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines).

2-DR-R2 The learner observes and describes dramatic arts experiences.


The learner is able to do the following:

- Discern details about drama/theatre elements, forms, styles, tools, and techniques.
- Use appropriate dramatic arts vocabulary to observe and describe dramatic arts experiences.
- Recognize different noticings and build common understanding about dramatic arts.

2-DR-R3 The learner analyzes and interprets dramatic arts experiences.

The learner is able to do the following:

- Analyze how dramatic arts elements communicate meaning.
- Reflect, share, and explain personal responses (e.g., feelings, thoughts, images) evoked by dramatic arts experiences.
- Examine others' interpretations to understand diverse perspectives and inform new thinking about dramatic arts.
- Co-construct criteria to critically analyze and evaluate dramatic arts works and experiences.



2-DR-R4 The learner constructs meaning and applies new understandings from dramatic arts experiences.

The learner is able to do the following:

- Justify own preferences, ideas, and interpretations about the dramatic arts.
- Recognize and respect that individuals and groups may have different preferences, ideas, interpretations, and opinions about the dramatic arts.
- Make informed choices for decision-making about dramatic arts.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/english/arts/drama/resources/grade_2.html.