

# Grade 6 Drama

## **FRENCH IMMERSION** 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.

Learning in arts education takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Students in arts education are exposed at the same time to artistic, cultural and language models. Learning in arts education thus contributes to the creation and vitality of a Francophone space where students can take action, define themselves and flourish.

## Course Overview

In Grade 6, 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

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**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

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**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

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**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

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**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

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**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.

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**6-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:

- Use a variety of dramatic forms appropriately, demonstrating an understanding of the structure and purpose of the 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 the basic characteristics of dramatic forms experienced as participants and/or as audience members.

**6-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 the elements of characterization (voice, dialogue, body, gesture, and movement) selectively to develop a range of characters.
- Sustain voice, dialogue, body, gesture, and movement consistent with the character and situation.
- Select appropriate action and reaction consistent with the character and situation.
- Use stage business appropriately to define and support characters.
- Develop characters and roles from different points of view.
- Collaborate with others in the interpretation of characters.
- Create and use back stories to support character development.
- Stay focused and in character for the duration of various play and drama experiences.



**6-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.
- Play, respond to, use, and create tension to develop dramatic play experiences.
- Demonstrate an understanding of how to create and use a script.
- Use blocking and movement appropriately (e.g., proper positioning, flow of action) in dramatic play.
- Make, select, and use costumes, props, and sets for specific play experiences.
- Demonstrate an awareness of the various roles and responsibilities (e.g., actor, director, designer, writer, technician) involved in drama production.

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

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**6-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; cultural traditions; personal responses to current events, social and environmental issues, media and technology) 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.
- Generate multiple ideas, themes, and motifs for drama creation through exploration, improvisation, and observation of others' dramatic arts creations.
- Engage in collaborative idea generation/brainstorming as inspiration for dramatic arts creation.
- Collect and explore a wide range of resources (e.g., stories, visuals, recordings) to stimulate and develop own ideas for dramatic arts creation.

**6-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 appropriate choices regarding costumes, props, sets, and staging (e.g., lights, sound effects) to enhance and enrich drama.



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- Make and justify ongoing decisions about the selection and use of dramatic forms and theatrical elements in developing own work.
  - Recognize serendipitous discoveries and incorporate them into own creative work, as appropriate.
  - Develop and extend dramatic arts ideas individually and in collaboration with others.

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

The learner is able to do the following:

- Select and share drama work in progress to inform revisions.
- Revise, refine, and rehearse drama work in response to peer/teacher feedback with communicative intent and audience in mind.
- Finalize own dramatic works (e.g., make appropriate decisions as to whether own work is “finished”).
- Share own dramatic work with others through performances, scripts, or video recordings.
- Collaborate with others to select, stage, and perform dramatic work with audience, setting, and purpose in mind.
- Take on supporting roles and responsibilities (e.g., for sets, costumes, makeup, sound effects, lighting), as appropriate.
- Apply legal and ethical arts practices (e.g., related to copyright, intellectual property) when consuming, producing, and sharing drama and other arts.


## **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.**

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**6-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:

- Identify, describe, and compare dramatic arts experienced from different times, places, social groups, and cultures (include dramatic stories, performances, and scripts from past and present and from global, Canadian, and Manitoba cultures, including First Nations, Métis, and Inuit).
- Identify, share, and discuss examples of dramatic arts experienced through live performances and through various media.
- Demonstrate an awareness of theatre (e.g., performances, companies, actors, playwrights) in own community, in Manitoba, in Canada, and in various global contexts.



**6-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 that there are many different kinds of dramatic arts (e.g., forms, styles, traditions).
- Describe and compare qualities of different art forms (e.g., dance, dramatic arts, literary arts, music, visual arts) within similar social, cultural, or historical groups.

**6-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:

- Demonstrate an understanding of the multiple roles and purposes of the dramatic arts in society (e.g., for celebrations, commemorations, education, persuasion).
- Examine and explain own purposes for creating dramatic arts.
- Demonstrate an understanding 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 understanding the perspectives of others.
- Demonstrate an understanding 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 the impact of context on dramatic artists and their works (e.g., consider personal, social, cultural, geographical/ environmental, historical contexts).
- Demonstrate behaviours and attitudes appropriate for performers and audience members in a variety of dramatic arts settings and contexts.
- Describe a variety of dramatic arts-related careers.


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

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**6-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.

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- Express first impression of own and others' dramatic arts work (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines).

**6-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.

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

The learner is able to do the following:

- Analyze how dramatic arts elements are related, organized, and used to communicate meaning.
- Share and justify interpretations of own and others' dramatic arts works.
- 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, performances, and experiences.

**6-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, decisions, and evaluations about the dramatic arts.
- Recognize and respect that individuals and groups may have different preferences, ideas, interpretations, and evaluations about the dramatic arts.
- Make informed judgments and choices for decision-making and evaluation.
- Identify ways that the dramatic arts contribute to personal, social, cultural, and artistic identity.

## Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to [https://www.edu.gov.mb.ca/k12/framework/immersion/arts/drama/resources/grade\\_6.html](https://www.edu.gov.mb.ca/k12/framework/immersion/arts/drama/resources/grade_6.html).