

Grade 9 Drama

FRENCH IMMERSION Program

Course Code		Course Credit	Course Code		Course Credit
0239	Drama 1A	0.5, 1.0	0248	Drama 5A	0.5, 1.0
0241	Drama 1B	0.5	0249	Drama 5B	0.5
0242	Drama 2A	0.5, 1.0	0252	Drama 6A	0.5, 1.0
0243	Drama 2B	0.5	0253	Drama 6B	0.5
0244	Drama 3A	0.5, 1.0	0254	Drama 7A	0.5, 1.0
0245	Drama 3B	0.5	0255	Drama 7B	0.5
0246	Drama 4A	0.5, 1.0	0256	Drama 8A	0.5, 1.0
0247	Drama 4B	0.5	0257	Drama 8B	0.5

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 9, 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.

9-DR-M1 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts by doing the following:


- Use body, movement, and space to communicate dramatic action and meaning.
- Use mind (e.g., observation, imagination, memory, analysis, listening) to communicate dramatic action and meaning.
- Use voice (e.g., pitch, projection, intonation, breathing, resonance, articulation, volume, expression, colour, tone, timbre) to communicate dramatic action and meaning.
- Select and apply the tools and techniques of body, mind, and voice for purpose and intent in a range of situations.

9-DR-M2 The learner develops competencies for using elements of drama/theatre in a variety of contexts by doing the following:

- Identify and experiment with elements of drama/theatre to develop, interpret, support, create, and document original and scripted works.
- Select and manipulate elements of drama/theatre for dramatic meaning and impact (e.g., convey emotion, status of a character, situation).
- Investigate production roles and practices (e.g., stage-management plans, production schedules, promotional ideas and business, front-of-house procedures) when planning and presenting drama/theatre works.
- Use drama/theatre vocabulary for making, creating, and responding to the dramatic arts.

9-DR-M3 The learner develops competencies for using a range of dramatic forms and styles by doing the following:

- Identify and analyze qualities and characteristics of a range of dramatic forms and styles to respond to a variety of needs and purposes.
- Select and use a range of dramatic forms and styles to explore, interpret, and communicate ideas and meaning.



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

9-DR-CR1 The learner generates and uses ideas from a variety of sources for creating drama/theatre by doing the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; observations; associations; cultural traditions; responses to current events, social, political, historical, and environmental issues; curriculum studies; experiences with drama/theatre).
- Explore a wide range of resources and stimuli (e.g., movement, images, sound, music, stories, poetry, artifacts, technology, multimedia, costumes, props) to ignite ideas and questions.
- Consider other arts disciplines (dance, media arts, music, visual arts) and subject areas to inspire dramatic action and ideas.
- Experiment with drama/theatre elements, techniques, tools, forms, language, and practices.
- Engage in collaborative idea generation (plus-ing*) as inspiration and fuel for moving ideas forward.

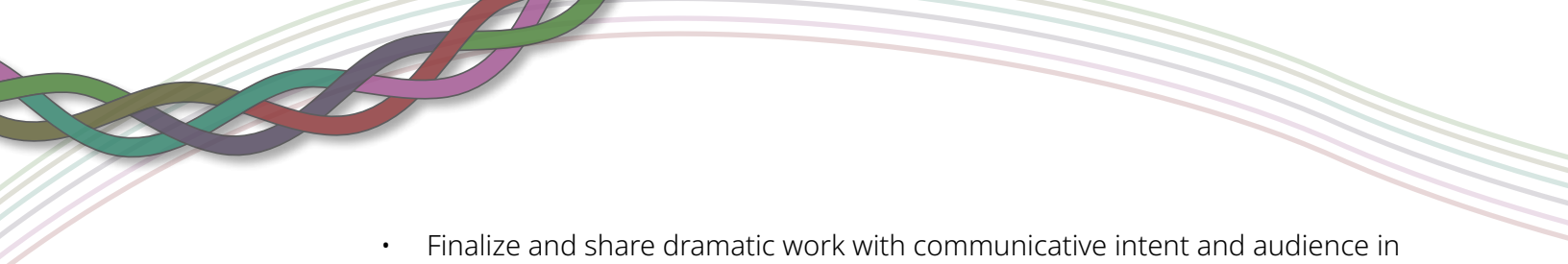
*Plus-ing: In collaborative idea generation, the act of accepting any idea or adding to it, having an affinity with the “yes and” practice of improvisational theatre.

9-DR-CR2 The learner experiments with, develops, and uses ideas for creating drama/theatre by doing the following:

- Remain open to emerging, serendipitous ideas and inspiration.
- Engage in cycles of experimentation and idea generation to consider possibilities and test out and elaborate ideas.
- Integrate drama/theatre elements, techniques, tools, forms, language, and practices.
- Use improvisation skills to find new creative possibilities.
- Define, analyze, and solve creative drama/theatre challenges.
- Select, synthesize, and organize promising drama/theatre ideas and elements to support intention and to give form to dramatic work.

9-DR-CR3 The learner revises, refines, and shares drama/theatre ideas and creative work by doing the following:

- Select and share dramatic work in progress for ongoing feedback.
- Analyze, revise, rehearse, and refine in response to critical self-reflection and feedback from others.
- Reconsider and/or confirm choices.

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- Finalize and share dramatic work with communicative intent and audience in mind.
 - Apply legal and ethical arts practices (e.g., related to copyright, intellectual property) when consuming, producing, and sharing drama/theatre and other arts.

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

9-DR-C1 The learner develops understandings about people and practices in the dramatic arts by doing the following:

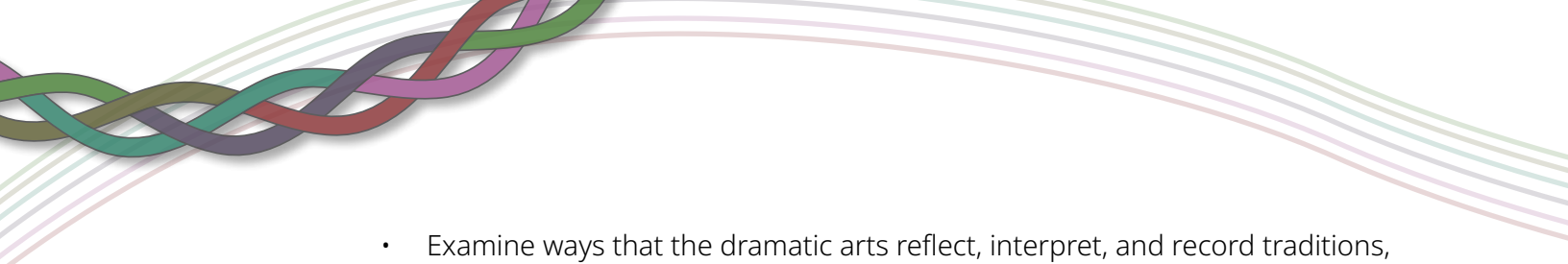
- Explore a range of drama/theatre works, forms, styles, traditions, innovations, and performance practices from various times, places, social groups, and cultures (including First Nations, Métis, and Inuit).
- Investigate contributors to the dramatic arts from a range of contexts (e.g., actor, playwright, script writer, director, producer, sound/lighting/costume designer, advocate, educator, historian, critic).
- Engage with local, Manitoban, and Canadian contributors and contributions to the dramatic arts (e.g., drama/theatre artists, groups, events, community and cultural resources, innovations) to expand learning opportunities.

9-DR-C2 The learner develops understandings about the influence and impact of the dramatic arts by doing the following:

- Examine ways that the dramatic arts and artists influence personal growth, identity, and relationships with others.
- Examine the impact of context (e.g., personal, social, cultural, political, economic, geographical, environmental, historical, technological) on the dramatic arts and artists.
- Examine how the dramatic arts and artists influence, comment on, question, and challenge social, political, and cultural discourse and identity.
- Explore how the dramatic arts and artists influence and are influenced by other arts disciplines and subject areas.

9-DR-C3 The learner develops understandings about the roles, purposes, and meanings of the dramatic arts by doing the following:

- Explore how drama/theatre and artists make and communicate meaning and create unique ways to know self and to perceive the world.
- Examine how the dramatic arts can be a means of sharing diverse viewpoints and of understanding the perspectives of others.

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- Examine ways that the dramatic arts reflect, interpret, and record traditions, values, beliefs, issues, and events in society and culture.
 - Analyze the multiple roles and purposes of drama/theatre for individuals and society (e.g., celebration, persuasion, education, commemoration, entertainment, commentary, recreation, communal events, therapy, religious/artistic/cultural expression).
 - Investigate leisure and/or career and other lifelong possibilities in the dramatic arts (e.g., actor, playwright, script writer, director, producer, sound/lighting/costume designer, advocate, teacher, critic, historian, therapist, volunteer, listener/viewer).

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

9-DR-R1 The learner generates initial reactions to drama/theatre experiences by doing the following:


- Suspend judgment and take time to deeply perceive drama/theatre works and experiences before forming opinions, interpretations, and evaluations.
- Make personal connections to previous experiences with drama/theatre and other art forms.
- Express first impressions (e.g., thoughts, feelings, intuitions, associations, questions, experiences, memories, stories, connections to other disciplines) evoked by drama/theatre works and experiences as a starting point for critical analysis and reflection.

9-DR-R2 The learner critically observes and describes drama/theatre experiences by doing the following:

- Discern details about drama/theatre elements, forms, styles, tools, and techniques to inform analysis, interpretation, judgment, and evaluation.
- Use drama/theatre vocabulary to create rich, detailed observations (e.g., dramatic elements, techniques, forms, styles, themes, conventions, costumes, music).
- Build common understandings and consider different noticings about drama/theatre works and experiences.

9-DR-R3 The learner analyzes and interprets drama/theatre experiences by doing the following:

- Analyze how drama/theatre elements function, relate, and are manipulated, organized, and used for artistic and creative purposes.
- Connect analysis evidence with initial reactions and personal associations to form interpretations about meaning and intent.

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- Examine a range of interpretations to understand that unique perspectives and lenses (e.g., social, cultural, historical, political, disciplinary) affect interpretation and appreciation.
 - Refine ideas and ignite new thinking through listening to others, critical dialogue, questioning, and research.
 - Probe, explain, and challenge interpretations, preferences, and assumptions about meaning and quality.
 - Generate and co-construct criteria to critically evaluate artistic quality and effectiveness.

9-DR-R4 The learner applies new understandings about drama/theatre to construction identity and to act in transformative ways by doing the following:

- Justify own interpretations, decisions, preferences, evaluations, and possible changes in previous thinking.
- Recognize and respect that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding drama/theatre experiences.
- Make informed judgments and choices for independent decision-making, evaluation, and action.
- Formulate ideas, beliefs, and values about the dramatic arts, and demonstrate an understanding of how they inform a sense of being and agency in the world.
- Apply beliefs and understandings about the dramatic arts in purposeful, autonomous ways to inform a sense of being and agency in the world.
- 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_9.html.