

# **The Arts - Drama**

## **London Christian Elementary School**

At London Christian Elementary School, Drama is integrated into Language Arts and Bible curriculum.

LCES is in line with Ministry of Education expectations, as outlined below:

### **Grades JK- 3**

Dramatic play and whole-group role play are foundational components of learning in drama in the primary grades. By assuming different roles in dramatic play with a partner, or in a small group or whole group in a process drama, students begin to differentiate between the real world and the imagined in dramatic play. They learn to step into role in order to live through the imagined context of the drama, and to step out of role to reflect upon and make personal connections to the drama experience. Some opportunities for independent and self-directed pretend play should be provided as a bridge to more structured learning experiences. Students are encouraged to use the creative and critical analysis processes to make personal connections to the drama material they encounter, the performances they attend, and the drama experiences they share in the classroom setting.

### **Grades 4-6**

Students in Grades 4 to 6 continue to focus on role play as the foundational component of learning in drama. Process drama, small-group improvisations, partner role play, independent writing in role, and interpretation of simple scripts allow students to develop their ability to maintain focus and sustain belief while they are in role. Students also learn to enhance their roles and build belief in the fictional context of the drama by using the elements of relationship, time and place, tension, focus, and emphasis in their work. Opportunities to explore personally relevant themes, curricular topics, and current issues help to build interest for the junior learner. Students are encouraged to use the creative and critical analysis processes to make personal connections to the drama material they encounter, the performances they attend, and the drama experiences they share in the classroom setting. Teaching, modelling, and reinforcement of effective group skills continue to be important, as the students are expected to work collaboratively, both in and out of role. In groups, the students generate questions, pose and solve problems, inquire into meaning, and represent their understandings using a range of forms, techniques, and conventions.

### **Grades 7-8**

Students in Grades 7 and 8 continue to focus on role play and the development of believable characters as foundational components of both process drama and theatre performance. In addition to role/character, they incorporate the elements of relationship, time and place, tension, focus, and emphasis in drama works they create, and apply their knowledge of the elements in analysing drama works. At this level, an issues-based focus encourages students to deepen their capacity for empathy and for critical analysis of issues. Because drama is a highly social art form, teaching, modelling, and guidance in the development of effective group skills are essential. In partners, small groups, and whole-class formats, students create drama using a variety of forms, techniques, and conventions.