

Our Language, Our Story: Curriculum Connections

Division: Intermediate

Subject: Arts

Strand: Drama

Overall Expectations

Grade 7	Grade 8
<p>B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;</p> <p>B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;</p> <p>B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.</p>	<p>B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;</p> <p>B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;</p> <p>B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their sociocultural and historical contexts.</p>

Framing With Christian Virtues

<p>Theological Virtue: Faith Faith is a <i>disposition of our mind</i> that lets us see things in a new way.</p>	<p>Drama can be a powerful medium for expressing our faith. We can create dramatic works that communicate our deepest held beliefs, feelings, ideas and stories as people of faith. At the same time, we can examine dramatic pieces through the eyes of our faith - to understand their impact (or not) on the faith of viewers in their respective contexts, past and present.</p>
<p>Theological Virtue: Love The gift of Christian love transforms the character of our will, with a <i>disposition</i> to love God above all things and to love others as God loves them.</p>	<p>The greatest dramatic stories are often about love: love of country, love for another person, love for the truth. We can invite students to create and critique dramatic pieces through the eyes of love. Does a particular piece evoke feelings, ideas and perspectives that move me to greater love of God and neighbour? Understanding the contexts of drama and theatre forms and styles past and present can help us see the enduring role of love in every age - a love fully revealed in the message and person of Jesus.</p>
<p>Catholic Character Theme: Community Jesus is heart of our community. Together with the parish, our Catholic school communities are places where we can learn and grow as followers of Jesus.</p>	<p><i>Community</i> is the work of the Holy Spirit, who brings us together for the good of each and all. The lessons we learn in Dramatic Arts can help us become more community-minded. For example, actors must strive to put differences aside, to discuss what is best for the performance. Applying critical thinking to examine theatre, storytelling, and visual depictions in the light of our faith can help us identify the Spirit's work of building community in different contexts and cultures. We know our drama class has become a community when students are able to constructively and reverently share their feelings, ideas and understandings about what they have seen and performed for one another.</p>
<p>Catholic Character Theme: Reverence Reverence is a kind of holy respect. We look on all human persons with great reverence. Reverence fuels our work against bullying, poverty, injustice and care for the environment.</p>	<p>One of the purposes of theatre in society is to showcase and challenge injustice. Students can be invited to look through the lens of reverence for the human person as image of God, and for creation as God's gift to sustain the human family. They can consider social and global justice issues from from this perspective in their personal interpretations of drama works. For example, they can be invited to dramatize: a schoolyard vignette about bullying; a play examining a student who comes to school each day without lunch; a personified plastic bottle as it makes its way from the factory to the landfill. These are just a few ways we engage students in drama to help them understand world issues through the important lens of "reverence."</p>

Support Resources:

Journey Activities

<p>Grade 7</p> <p>CGE5g – achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others</p> <p>Students will:</p> <ul style="list-style-type: none"> Mime a performance of a bible story parable. Retell the story of Christ’s passion and death (Stations of the Cross) using tableaux and narration of scenes. Choreograph a movement/dance sequence that communicates an important gospel message. 	<p>Grade 8</p> <p>CGE7e – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</p> <p>Students will:</p> <ul style="list-style-type: none"> Set up role play situations where a conflict between groups of people exist and students must resolve the final outcome in a satisfactory manner. Select topics that deal with rights of the individual (E.g., Someone has been excluded from a team). Write a monologue that defends their right to belong to the team. Develop a dramatization based on a theme from a gospel stories placed in modern settings. (E.g., The fish and loaves of bread – a modern day picnic). Role play and interview famous people in history who have contributed to peace and democracy in the world.
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Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

<p>Grade 6-7</p> <p>Framework 1. Theme: Love & Justice Framework 2. Theme: Stewardship Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Hope</p>	<p>Grade 7</p> <p>Framework 1. Theme: Dignity of the human person Framework 2. Theme: Faith Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Community and the Common Good Framework 6. Theme: Human Rights & Responsibilities</p>
<p>Grade 7-8</p> <p>Framework 1. Theme: Faith Framework 2. Theme: Dignity of the Human Person Framework 3. Theme: Hope Framework 4. Theme: Community and the Common Good Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Love & Justice</p>	<p>Grade 8</p> <p>Framework 1. Theme: Stewardship for Creation Framework 2. Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Hope Framework 5. Theme: Dignity of the Human Person Framework 6. Theme: Peace</p>

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfc>

<p>Catholic Theme: Faith http://www.eoccc.org/csfc/themes/faith.html Anchor Concept: Faith http://www.eoccc.org/csfc/concepts/afaith.html Catholic Theme: Love & Justice http://www.eoccc.org/csfc/themes/lovejustice.html</p>	<p>Catholic Theme: Community http://www.eoccc.org/csfc/themes/commongood.html Anchor Concept: Community http://www.eoccc.org/csfc/concepts/acommunity.html Anchor Concept: Common Good http://www.eoccc.org/csfc/concepts/acommongood.html</p>
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