

Our Language, Our Story: Curriculum Connections

Division: Junior

Subject: Arts

Strand: Drama

Overall Expectations

Grade 4	Grade 5	Grade 6
<p>B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;</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 stories;</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>

Virtues and Themes: Possible Connections

<p>Theological Virtue: Hope Hopeful people work for peace and justice on earth despite facing many obstacles. They trust that God’s plan will be fulfilled even if it is not in their lifetime.</p>	<p>Drama and theatre are important means through which hope is expressed. A variety of drama and theatre forms and styles have been powerful means of fostering hope. Different forms of street theatre, political theatre, protest theatre, religious plays such as Godspell are all examples of how drama can be used to foster hope. Students can be invited to apply the phases of the creative process to communicate feelings, ideas and stories about hope.</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 understandings 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>Cardinal Virtue: Fortitude A person of fortitude practices patience when meeting obstacles while working to do what is right, even when others criticize them or remain silent. She or he practices patience when meeting obstacles while working to do what is right.</p>	<p>It often takes great fortitude to stand up in front of others and perform a dramatic work. It also takes fortitude to communicate one’s feelings, ideas and understandings in response to drama works and experiences. Drama can help our students practice fortitude if we create environments where their creativity, critical thinking and responses to works are honoured in a respectful way by the whole class. We can bring up examples of dramatic artists who practiced fortitude, such as Karol Wojtyla in Nazi-occupied Poland or participants in the protest theatre movement that developed in apartheid South Africa.</p>
<p>Catholic Character Theme: Reverence Reverence is visible in our Catholic schools whenever people are moved by their faith to a deep and holy respect.</p>	<p>Drama can be a useful opportunity to teach young people about reverence - for God, and for all persons - made in God’s image. We can do this while examining with students the social and/or community context of drama and theatre forms and styles. We can teach them to develop a critical eye for elements in drama and theatre which reflect reverent attitudes toward God, human persons and all that is holy. We can help them create dramatic works that reflect a reverent outlook, encouraging them to communicate feelings, ideas and understandings in response.</p>

Support Resources:

Journey Activities

Grade 4	Grade 5	Grade 6
<p>CGE2c- presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE3f – examines, evaluates and applies knowledge of</p>	<p>CGE3b – creates, adapts, evaluates new ideas in light of the common good</p> <p>CGE3f – examines, evaluates and applies knowledge of</p>	<p>CGE2e- uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</p>

interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society CGE7e – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society	interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society CGE7e – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society	CGE4a – demonstrates a confident and positive sense of self and respect for the dignity and welfare of others CGE5e – respects the rights, responsibilities and contributions of self and others
Students will: Use the story based on the life of Jesus during the time of his arrest. Divide the class into two groups. Group A as the inner circle (Christ's followers and apostles), Group B the Romans and High Priests who were against Christ. Examine the views of the individuals involved (E.g., hot seating).	Students will: Set up situations where important decisions have to be made by a world leader (pollution, cloning, peace, poverty, human rights). Use a corridor of voices acting as a conscience of thoughts based on the outcomes of this decision. Each voice expresses an opinion or concern about the leader's decision.	Students will: Create a multi media presentation based on news items that deal with social issues and struggles around the world. Act as narrators, interviewers and commentators of a world event (E.g., wars, famines, floods, poverty). Make a video recording and develop into a class newscast.

Curriculum Frameworks

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

Grade 3-4 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love & Justice Framework 6. Theme: Hope	Grade 4 Framework 1. Theme: Love & Justice Framework 2. Theme: Community & the Common Good Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Human Rights and Responsibilities Framework 6. Theme: Dignity of Work and Service
Grade 4-5 Framework 1. Theme: Mystery, Wonder & Awe Framework 2. Theme: Community and the Common Good Framework 3. Theme: Peace Framework 4. Theme: Dignity of the Human Person Framework 6. Theme: Stewardship	Grade 5 Framework 1. Theme: Peace Framework 2. Theme: Dignity of the Human Person Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Human Rights and Responsibilities Framework 5. Theme: Stewardship for Creation Framework 6. Theme: Community and the Common Good
Grade 5-6 Framework 1. Theme: Dignity of the Human Person Framework 3. Theme: Community and the Common Good Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Dignity of Work & Service	Grade 6 Framework 1. Theme: Mystery, Wonder & Awe Framework 2. Theme: Dignity of Work & Service Framework 3. Theme: Community and the Common Good Framework 4. Theme: Human Rights & Responsibilities Framework 5. Theme: Stewardship for Creation Framework 6. Theme: Dignity of the Human person
Gr. 6-7 Framework 1. Theme: Love & Justice Framework 2. Theme: Stewardship Framework 4. Theme: Dignity of the Human Person	Gr. 6-7 Cont'd Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Hope

Curriculum Support for Catholic Schools

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

Catholic Theme: <i>Hope</i> http://www.eoccc.org/csfc/themes/hope.html Catholic Theme: <i>Love and Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html Catholic Theme: <i>Mystery, Wonder and Awe</i> http://www.eoccc.org/csfc/themes/mystery.html	Anchor Concept: <i>Faith</i> http://www.eoccc.org/csfc/concepts/afaith.html Anchor Concept: <i>Creativity/Design</i> http://www.eoccc.org/csfc/concepts/creativity.html Anchor Concept: <i>Interdependence</i> http://www.eoccc.org/csfc/concepts/ainterdependence.html
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