

## Our Language, Our Story: Curriculum Connections

**Division: Primary**

**Subject: Arts**

**Strand: Drama**

### Overall Expectations

Grade 1	Grade 2	Grade 3
<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 and styles from the past and present, and their social and/or community contexts.</p>	<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 and styles from the past and present, and their social and/or community contexts.</p>	<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 and styles from the past and present, and their social and/or community contexts.</p>

### Virtues and Themes: Possible Connections

<p><b>Theological Virtue: Love</b> The gift of Christian love transforms our will, with a <i>disposition</i> to love God above all things and to love others as God loves them. Love is visible where the kindness, service and self-giving of Jesus are found.</p>	<p>Each of us is made in the image of God, who created us in love. Using the creative process to communicate feelings, ideas and stories can bring out the best in who we are, as God's sons and daughters. Dramatic Arts present us with the opportunity to express Gospel values such as kindness, service and self-giving. In this way, they can help strengthen embrace their call to live as lovers of God and neighbour.</p>
<p><b>Cardinal Virtue: Temperance</b> The virtue of temperance frees us from slavery to unhealthy habits so that we can live a fully human life as God intended for us. Temperance is visible in our Catholic schools when moderation, chastity, balance, self-control and humble attitudes are practiced.</p>	<p>Temperance often requires understanding the social and community context in which we live. The Gospel of Jesus is the same in every age, but we must apply it to our changing times. We can help students understand the contexts in which dramatic and theatrical pieces were written, in light of Gospel values. Temperance helps us live in true freedom. Do the values in a particular piece reflect the Gospel's vision of the human person, and can they help us practice temperance and live in the freedom of God's children?</p>
<p><b>Catholic Character Theme: Compassion</b> A compassionate person feels another person's pain and opens their heart to that person's needs. We are made in the image and likeness of our compassionate God.</p>	<p>The dramatic arts can be a wonderful training ground for becoming a more compassionate person. Each student has an opportunity to become aware of the feelings of a character she or he is playing. This can help students to show compassion for a character's joys, struggles and challenges. Both fictional and historical texts exemplifying diverse cultures can provide students with the same opportunities to grow in compassion. This experience becomes a kind of springboard for students to move from role playing into real life situations where the Gospel calls for a compassionate response to someone else's suffering.</p>
<p><b>Catholic Character Theme: Community</b> The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. When the friendship, love and kindness of Jesus are present in our schools, then we are truly living as a community.</p>	<p>A Christian community encourages its members to develop their gifts in the service of Christ's Gospel. Catholic school communities can approach this task through the Dramatic Arts. For example, students can support one another's growth using positive, constructive language modeled by the teacher. They can plan and shape the direction of dramatic play or role play by building on each other's ideas, in and out of role. Catholic educators are called to support and guide students' gifts with the vision of the Gospel. Their example teaches students to do the same for one another. Faithfulness to this call will help strengthen the bonds of love with which the Holy Spirit has joined us together as a community in Christ.</p>

### Support Resources:

## ***Journey Activities***

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>CGE2c</b> – presents information and ideas clearly and honestly and with sensitivity to others</p>	<p><b>CGE2c</b> – presents information and ideas clearly and honestly and with sensitivity to others  <b>CGE3e</b> – adopts a holistic approach to life by integrating learning from various subject areas and experience  <b>CGE2a</b> – listens actively and critically to understand and learn in light of gospel values.</p>	<p><b>CGE2c</b> – presents information and ideas clearly and honestly and with sensitivity to others  <b>CGE3e</b> – adopts a holistic approach to life by integrating learning from various subject areas and experience  <b>CGE6c</b> – values and honours the important role of the family in society</p>
<p>Students will:            Read the story of Christmas to develop a chart of the main characters of the story and take on the role of the characters. (i.e. the Mother of Jesus, Joseph the carpenter, the Inn Keeper, the 3 Magi)</p>	<p>Students will:            Use poem or rhyming story (E.g., Christmas season -Birth of Jesus) with choral speaking to establish voice and rhythm.            Work with others to demonstrate how movement can be used to communicate the emotions and gesture of compassion, love and caring for others.</p>	<p>Students will:            Re-enact a historical event (the early Christian family settlements in Canada – the Life of the Jesuits).            Use dances and celebrations with the integration of music and patterns of sounds</p>

## ***Curriculum Frameworks***

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

<p><b>Grade 1</b>            Framework 1. Theme: Community and the Common Good            Framework 2. Theme: Peace            Framework 3. Theme: Mystery, Wonder &amp; Awe            Framework 4. Theme: Stewardship for Creation            Framework 5. Theme: Love &amp; Justice            Framework 6. Theme: Hope</p>	<p><b>Grade 1-2</b>            Framework 1. Theme: Community and the Common Good            Framework 2. Theme: Peace            Framework 3. Theme: Mystery, Wonder &amp; Awe            Framework 4. Theme: Stewardship for Creation            Framework 5. Theme: Love &amp; Justice            Framework 6. Theme: Hope</p>
<p><b>Grade 2</b>            Framework 1. Theme: Community and the Common Good            Framework 2. Theme: Peace            Framework 3. Theme: Mystery, Wonder &amp; Awe            Framework 4. Theme: Stewardship for Creation            Framework 5. Theme: Love &amp; Justice            Framework 6. Theme: Hope</p>	<p><b>Grade 2-3</b>            Framework 2. Theme: Peace            Framework 3. Theme: Mystery, Wonder &amp; Awe            Framework 5. Theme: Love &amp; Justice            Framework 6. Theme: Hope</p>
<p><b>Grade 3</b>            Framework 1. Theme: Community and the Common Good            Framework 2. Theme: Peace            Framework 3. Theme: Mystery, Wonder &amp; Awe            Framework 4. Theme: Stewardship for Creation            Framework 5. Theme: Love &amp; Justice            Framework 6. Theme: Hope</p>	<p><b>Grade 3-4</b>            Framework 1. Theme: Community and the Common Good            Framework 2. Theme: Peace            Framework 3. Theme: Mystery, Wonder &amp; Awe            Framework 4. Theme: Stewardship for Creation            Framework 5. Theme: Love &amp; Justice            Framework 6. Theme: Hope</p>

## ***Curriculum Support for Catholic Schools***

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

<p><b>Catholic Theme: <i>Love and Justice</i></b>  <a href="http://www.eoccc.org/csfcs/themes/lovejustice.html">http://www.eoccc.org/csfcs/themes/lovejustice.html</a>  <b>Catholic Theme: <i>Community</i></b>  <a href="http://www.eoccc.org/csfcs/themes/commongood.html">http://www.eoccc.org/csfcs/themes/commongood.html</a>  <b>Anchor Concept: <i>Community</i></b>  <a href="http://www.eoccc.org/csfcs/concepts/acommunity.html">http://www.eoccc.org/csfcs/concepts/acommunity.html</a></p>	<p><b>Anchor Concept: <i>Common Good</i></b>  <a href="http://www.eoccc.org/csfcs/concepts/acommongood.html">http://www.eoccc.org/csfcs/concepts/acommongood.html</a>  <b>Anchor Concept: <i>Creativity/Design</i></b>  <a href="http://www.eoccc.org/csfcs/concepts/creativity.html">http://www.eoccc.org/csfcs/concepts/creativity.html</a>  <b>Anchor Concept: <i>Interdependence</i></b>  <a href="http://www.eoccc.org/csfcs/concepts/ainterdependence.html">http://www.eoccc.org/csfcs/concepts/ainterdependence.html</a></p>
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