

Ontario Curriculum Links

Dramatic Arts



Grade	Mixed Company Theatre's Connection to Curriculum Expectations
6	<p><u>B. Drama</u></p> <p>B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places.</p> <p>B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role.</p> <p>B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works.</p>
7	<p><u>B. Drama</u></p> <p>B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities.</p> <p>B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives</p> <p>B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences.</p>
8	<p><u>B. Drama</u></p> <p>B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities.</p> <p>B 1.3 plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role.</p> <p>B2.1 construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level.</p>
9	<p><u>A. Creating and Presenting</u></p> <p>A1.3 use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works.</p> <p><u>B. Reflecting, Responding, and Analysing</u></p>

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	B2.3 explain how dramatic exploration helps develop group skills and appreciation of communal values.
10	<p><u>A. Creating and Presenting</u> A1.3 use role play and characterization to explore personal and social issues.</p> <p><u>B. Reflecting, Responding, and Analysing</u> B2.2 explain how dramatic exploration helps develop awareness of different roles and identities people have in society.</p> <p>B2.3 describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community.</p> <p>B3.2 identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts.</p> <p><u>C. Foundations</u> C2.2 describe how drama is used for various purposes in a range of social contexts.</p>
11	<p><i>Drama, University/College</i> <u>A. Creating and Presenting</u> A3.1 use a variety of techniques to increase interaction with or participation by the audience (e.g., use Forum Theatre to involve the whole class in developing a character or exploring a theme; situate some of the action in non-stage areas of the theatre).</p> <p><u>B. Reflecting, Responding, and Analysing</u> B1.2 analyse drama works to determine how they communicate ideas about issues, culture, and society.</p> <p>B2.2 identify ways in which drama can influence personal growth, relationships with others, and aesthetic judgement.</p> <p>B2.3 identify ways in which drama can influence the broader community.</p>
11	<p><i>Drama, Open</i> <u>A. Creating and Presenting</u> A1.3 use role play to explore the possibilities of different scenarios, situations, and characters (e.g., use Forum Theatre to develop scenes for an original</p>

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	<p>presentation; use improvisation to create two different endings for a specific scene).</p> <p>A2.2 use a variety of drama conventions to clarify roles, relationships, and themes in individual and ensemble drama works (e.g., use inner and outer circle, overheard conversations, and Forum Theatre to highlight different characters' views; use caption making or collective drawing to clarify focus).</p> <p><u>B. Reflecting, Responding, and Analysing</u></p> <p>B2.2 identify ways in which drama can promote self- and social awareness.</p> <p>B2.3 identify ways in which drama works can promote social improvement and good citizenship.</p> <p>B3.1 describe and assess the role of collaboration in their creative process.</p> <p>B3.2 identify problem-solving techniques they have learned through drama activities, and explain how they can be applied in work and other social contexts.</p>
12	<p><i>Drama, University/College</i></p> <p><u>B. Reflecting, Responding, and Analysing</u></p> <p>B2.2 describe ways in which their personal experiences in drama have influenced their attitudes to others and their own world view.</p> <p>B2.3 describe ways in which drama can support or influence school and/or local community goals.</p>
12	<p><i>Drama, Workplace</i></p> <p><u>B. Reflecting, Responding, and Analysing</u></p> <p>B2.1 demonstrate an understanding of how knowledge and skills developed through drama can be used in social and workplace contexts.</p>

As per the 2009 Grade 1-8, and the 2010 Grade 9-10, and 11-12 Arts Education Curricula, the government states the importance of having an arts education that, “[provides] opportunities for students to view and be exposed to a variety of drama performances/media and works by local, multicultural, and professional Canadian artists both within and outside the school” (Ontario Ministry of Education, 2009).

The ministry supports the different perspectives offered in an arts education stating that, “students gain insights into the human condition through ongoing exposure to works of art – for example, they can imagine what it would be like to be in the same situation as a

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character in a play, an opera, or a painting, and try to understand that character's point of view" (Ontario Ministry of Education, 2010), aligning directly with the main objective of forum theatre.

The curricula advocate for the arts as being an important tool in teaching about discrimination and oppression, stating:

"The arts give both students and teachers a unique way to explore positive ways of dealing with the social and emotional impact of various forms of discrimination, such as racism, sexism, homophobia, and religious intolerance, as well as the effects of bullying, harassment, and other expressions of violence and hatred. Teachers can help students link the understanding they gain in this regard to messages conveyed through the school's antibullying and violence-prevention programs" (Ontario Ministry of Education, 2009).

Through Forum Theatre experiences, students will have the opportunity to confront these issues in an artistic, safe, and positive environment that helps them build their critical and social skills through the lens of drama and performance.