

Theatre: By the end of grade 2

Creating

1 Generating and conceptualizing ideas.

- a Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR1A](#)
 - b Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR1B](#)
 - c Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). [1.4.2.CR1C](#)
-

2 Organizing and developing ideas.

- a Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR2A](#)
 - b Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR2B](#)
-

3 Refining and completing products.

- a With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR3A](#)
 - b Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR3B](#)
 - c Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.CR3C](#)
-

Performing

4 Selecting, analyzing, and interpreting work.

- a With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). [1.4.2.PR4A](#)
- b Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.PR4B](#)

5 Developing and refining techniques and models or steps needed to create products.

- a With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.PR5A](#)
- b Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.PR5B](#)

6 Conveying meaning through art.

- a Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers. [1.4.2.PR6A](#)

Responding

7 Perceiving and analyzing products.

- a Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.RE7A](#)

8 Interpreting intent and meaning.

- a With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.RE8A](#)
- b Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.RE8B](#)
- c Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.RE8C](#)

9 Applying criteria to evaluate products.

- a With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance. [1.4.2.RE9A](#)
 - b With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama). [1.4.2.RE9B](#)
 - c Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama). [1.4.2.RE9C](#)
-

Connecting

10 Synthesizing and relating knowledge and personal experiences to create products.

- a With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama). [1.4.2.CN10A](#)
-

11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- a With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. [1.4.2.CN11A](#)
- b Collaborate on the creation of a short scene based on personal perspectives and understandings. [1.4.2.CN11B](#)