

# Primary- Elementary Dance and Drama

## Suggested Convention/Strategies Chart

Convention/Strategy	Suggested Adaptations
Drama- Artifacts of Character	<p>In lieu of having physical objects in the classroom, project images of these artifacts on a screen or wall in the classroom.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● The Name Jar</li> </ul>
Dance - Body Storming/ Movement Phrases/ Building a Dance	<p>Following physical distancing guidelines, direct students to find personal space marked areas of the room (e.g. tape a metre grid on the floor) or move to an alternative learning space such as the gymnasium, library or school yard.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 8, Lesson 9, Lesson 10</li> <li>● Exploring the Elements of Dance through Picture Books: Lessons 1-5</li> <li>● Exploring Animal Moves: Lesson 1, Lesson 2, Lesson 3</li> <li>● The Name Jar: Warm-Ups</li> </ul>
Drama - Choral Reading	<p>Make the groups small and use a physically distanced triangle or four corners for staging safely. For all vocally focused activities, it is important to ensure the students are separated physically and all facing the same way rather than facing one another. Muffled choral reading may be the outcome but the students will still be speaking aloud together, hearing one another, seeing one another and working together in a variety of ways. The creative process here will be more important than the product.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 2, Lesson 3, Lesson 4, Lesson 6, Lesson 9, Lesson 10</li> <li>● The Name Jar</li> </ul>
Drama- Collaborative Writing	<p>Organize students into small groups. No more than 2-3 students per group in a primary classroom to allow for recommended spacing of 2m between students. If spacing of 2m is not possible,</p>

	<p>students can wear a mask or face shield. Each member of a group could write their own piece, then partner up following physical distancing guidelines. Students can complete alternate lines and create a collaborative poem.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds, Lesson 2</li> </ul>
<p>Drama - Corridor of Voices/Landscape of Voices</p>	<p>Corridor of Voices here is changed to Landscape of Voices to reflect an adaptation of the technique wherein students stand in two lines often facing inwards while the teacher or a student in role walks down the ‘corridor’ stopping at each student and facing them to receive the thoughts of others. In Landscape of Voices students stand at a distance from each other and the perspective of each student is given when the teacher or a student in role gestures/points at them, or calls their name. In addition, try using an alternative work space such as the gym, library or school yard to create a large corridor to allow for more space to move safely. Wearing a mask for this convention is recommended.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 7</li> <li>● The Name Jar</li> </ul>
<p>Dance- Elements of Dance: Exploring Space &amp; Locomotor Movement</p>	<p>When exploring pathways, use tape or chalk pens to create varying pathways (e.g. loops, curves, zig-zap, etc) on the floor. Instruct students to sit in a large circle or square around the tape lines. Have students move along those pathways, one at a time to maintain physical distance, using various locomotor movements (e.g. skipping, galloping, rolling, etc.). If needed use digital images to indicate the type of locomotor movement and intended pathway.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Exploring the elements of dance through picture books: Lesson 2</li> </ul>
<p>Drama &amp; Dance - Flocking</p>	<p>Roughly position half the class in a “stretched” diamond formation to accommodate for physical distancing. The other half of the class may watch in their own personal spaces, marked on the floor or at tables etc. Students need enough room to move their arms freely and bend and stretch within their <u>personal space</u>. The outdoors are particularly good for the first flocking experience as space is not limited.</p> <p>During physical distancing, flocking should be done in smaller groups at a larger distance than is traditional. If working on-line,</p>

	<p>students could do a full turn after they are leading and then go on to follow another predetermined leader on the screen.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Exploring Animal Moves: Lesson 5</li> </ul>
Drama- Guided Imagery	<p>Provide open, physically distant, safe space for the guided imagery. Students should remain 2m apart at all times. With floor tape, demark areas where students can stand, sit or lie down with a metre grid or a peripheral circle so that they can participate at a safe distance from one another. If any movement prompts are included, instruct students to do so in their own “bubble”.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds, Lesson 2</li> </ul>
Dance- Mirroring	<p>Partner students together. Students can face a partner 2m across from each other. When face to face, outstretched hands should not touch one another. If needed, use tape on the floor to indicate where students must remain while mirroring.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Exploring the elements of dance through picture books: Lesson 5</li> <li>● Exploring Animal Moves: Lesson 4</li> </ul>
Drama - Role-on-the-Wall	<p>Students could be assigned their own marker to add to the image and sanitize the marker after. Or Students could dictate their ideas and responses to the teacher or one assigned recorder to add to the Role-on-the-Wall.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 7</li> <li>● The Name Jar</li> </ul>
Drama - Tableau	<p>Students could create tableaux in individual statues, or at home with their family and take a picture. Groups of students could also create statues in reaction to each other from at least two metres apart to ensure physical distancing.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 2, Lesson 3, Lesson 4, Lesson 10</li> </ul>
Drama - Tableau Crossover	<p>Direct two groups to assume their positions in their own tableaux. When the music begins, ask everyone to slowly unfreeze and</p>

	<p>begin to cross the space. Demark a safe pathway with pylons or floor tape for students to cross over. Emphasize the importance of moving in extreme slow motion. Each person then takes up the position of their partner, and freezes. Advise students to remain frozen in their new tableau until you signal for everyone to slowly dissolve and in slow motion, return to the original tableau.</p> <p>Physical Distancing Variation: Have half the class perform at a time so that they can take turns observing and sharing feedback with each other. Using alternative learning spaces such as the library, school yard or gymnasium may be suitable.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 4</li> </ul>
<p>Drama- Thought-tracking</p>	<p>Thought tracking is a natural follow-up to still images and tableaux. Once children have made an image, explain that when you prompt them by saying their name (in or out of role) or give a sound cue, you would like them to speak the thoughts or feelings of their character aloud. Students can also practice how to reveal the inner thoughts of their character without prompting; using visual/sound cues from group members.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 4</li> </ul>
<p>Drama- Scene work</p>	<p>Organize students into small groups of 3 or less and maintain a safe physical distance of 2m between students. Alternatively, students can write a short scripted scene independently or create a storyboard to maintain physical distancing. Ask students to present or read their scenes to the class.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds, Lesson 6</li> </ul>
<p>Drama - Storytelling</p>	<p>Students can generate ideas and brainstorm together from a physically distanced space, but the act of creating and performing the story is easily done by one, two, or in a small group depending on space.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"> <li>● Sowing Seeds: Lesson 7</li> </ul>
<p>Dance - Soundscaping</p>	<p>Instead of creating the soundscape with a large group, students can do this individually, or with a partner physically distanced by</p>

	<p>at least 2 metres and not facing each other while making the sound effects. Recording sounds separately and overlaying them onto a performance is another strategy.</p> <p>Conventions/Strategies can be found in:</p> <ul style="list-style-type: none"><li>• Exploring the Elements of Dance through Picture Books: Lesson 4</li></ul>