



Grade 4 Drama Long-range Plan Framework

Using this Framework

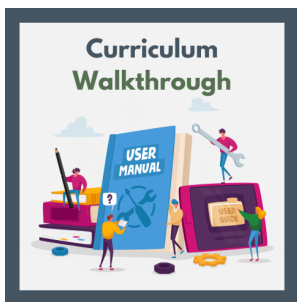
This document is designed as a support tool for educators developing their long-range plans. CODE recognizes that teachers have varying assignments, time allocations, access to materials, student engagement, student identities, and student needs. A one-size-fits-all long-range plan is not feasible or desirable. As a result, this resource aims to ease the effort required to find high quality instructional resources and to support teachers in meeting the demands of the curriculum. **Please customize your long-range plans according to your needs:** mix and match with other grades for split classes, or mix and match between drama and dance (or another subject) if you teach multiple to the same group of students.

The first part of this resource will suggest lessons and units, indicate when in the school year or term it would be appropriate to teach them, and give clear indications of the curriculum expectations that are covered in them. The focus of the resource will also share any cross-curricular focus of the unit/lesson if applicable. Wherever possible, we have selected resources that are publicly available. Some suggested resources may require a CODE Membership to access.

The second part of this resource will suggest a sample sequence of units and lessons that would be appropriate for this grade level.

New-to-Drama Teachers

CODE offers the following free resources to support you in teaching drama:



[Curriculum Walkthrough](#)



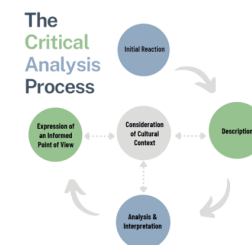
[Posters for the Elements \(Fr/Eng\)](#)

Overall Expectations		Scope and Sequence			
Overall Expectation	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
01. Creating and Presenting					
01-1. Develop and perform a drama or dance production, using the elements and conventions of drama or dance to communicate feelings, ideas, and events.					
01-2. Collaborate with others to create a drama or dance production.					
02. Reflecting, Responding, and Analyzing					
02-1. Apply the critical analysis process to communicate feelings, ideas, and understanding in response to a drama or dance production.					
03. Examining Form and Cultural Contexts					
03-1. Investigate the relationship of drama and dance forms and styles from the past and present, and their social and cultural contexts.					
03-2. Investigate the relationship of drama and dance forms and styles from the past and present, and their social and cultural contexts.					

[Scope & Sequence Document](#)



[Creative Process Posters \(Fr/Eng\)](#)



[Critical Analysis Posters \(Fr/Eng\)](#)



[Best Practices for Collaborating with Guest Artists](#)

CODE Members also have access to a document called [Teaching Forms and Cultural Contexts](#).

Grade 4 Drama Long-range Plan Framework

Overview of Suggested Resources

Unit/Lesson Title & Location	CODE: Arts Fusion - First Five Welcoming , Publicly available	CODE: Circle Games , Publicly available CODE: ACT (like you know what you are doing) , Members-only	CODE: Tableau , Publicly available OR CODE: Ensemble Building - Introduction to Tableau , Members-only	CODE: What Should I Do? , Publicly available
Focus of Resource	Building Norms, classroom community, community building. Encourages students to maintain focus and authenticity in role; draw audience attention to a specific aspect of the drama.	Circle Games provides students with opportunities to build community, strengthen attention and focus, and warm-up physically and/or vocally for class activities. ACT toolkit supports educators with a selection of scaffolded activities that support concentration, focus, collaboration, physical communication, and vocal Communication. Activities from Circle Games and/or ACT could be used throughout the term/year as warm-ups.	The resource Tableau could be used to explore a variety of themes or to extend thinking about the concept of Welcoming. Teachers could make cross-curricular connections using images from other subjects as provocations for tableau. Ensemble-Building - Introduction to Tableau combines energetic co-operative games and exercises that build confidence, encourage risk-taking, foster self-awareness and cultivate collaboration with the convention and technique of Tableau..	A fictional context invites students to encounter multiple perspectives related to a complex community issue. In role, the students are presented with a proposal to build a community centre that is likely to affect the community members, the environment and the animals living in this habitat. Cross-curricular connection with Dance (A1, A2); Language (A3. Applications, Connections, and Contributions, B1. Oral and Non-Verbal Communication, C3. Critical Thinking in Literacy, D2. Creating Texts); Science (B. Life Systems: Habitats and Communities)
Suggested Timeline	Beginning ▾	Extension ▾	Beginning ▾	Middle ▾

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Curriculum Expectations	B1. Creating & Presenting	B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places		B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work	B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work
	B2. Reflecting, Responding, & Analysing	B 2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works, supporting their interpretations with evidence from the drama experience B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works	B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members	B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works
	B3. Exploring Forms & Cultural Contexts				B3.1 identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions
	Elements	Role/ Character Time and Place Focus and Emphasis		Role/ Character Relationship Time and Place Focus and Emphasis	Role/ Character Relationship Tension Focus and Emphasis

Grade 4 Drama Long-range Plan Framework

Unit/Lesson Title & Location	CODE: Financial Literacy and Inequities in the Distribution of Wealth, Publicly Available Connection: Investigate storytelling within ancient civilizations (troubadours, griots, etc.)	CODE: The Mysteries of Harris Burdick, Publicly available	CODE: Financial Literacy: If I Had \$100... / Si j'avais 100 \$, Publicly available	CODE: Sowing Seeds: Cultivating Change / Semer les graines : cultiver le changement, Publicly available
Focus of Resource	Through role play, students will experience the patterns of the distribution of wealth and privilege and examine the inequities and injustices that this economic structure produces. Students will explore the challenges that cultural/political leaders face in trying to distribute wealth, as well as what they as citizens can do to work toward creating a more just economic system. Cross-curricular connections with Language (A3. Applications, Connections, and Contributions); Social Studies (A. Heritage and Identity: Early Societies to 1500 CE)	A flexible resource that can be used repeatedly with multiple conventions or left for occasional teachers. Note: Several ways for accessing source images are suggested in the Materials section of the resource.	Students explore wants and needs and the importance of setting priorities in terms of how money is spent. In a simulated family context, students will use tableau and improvisation to demonstrate their choices, then reflect. They will deal with unexpected life circumstances that will be thrown their way, which will affect their budgeting decisions. Cross-curricular connections with Math (B2. Operations; Financial Literacy - F1.3, F1.4, F1.5); Language (A3. Applications, Connections, and Contributions; C3. Critical Thinking in Literacy) This unit could be connected to learning about economic systems in the other Financial Literacy unit suggested in this resource.	Lesson 3 to 6 offer students opportunities to explore the role of trees within ecosystems through tableaux, role play, choral speaking, and the creative process. Lesson 9 invites students to consider Indigenous relationships with the land and the ways that we can give thanks for the ecosystems that sustain us. Lesson 7 and 8 explore the story of Wangari Maathai through critical literacy and drama. Cross-curricular connections with Science (B. Life Systems: Habitats and Communities); Language (A3. Applications, Connections, and Contributions; C3. Critical Thinking in Literacy)
Suggested Timeline	Middle ▾	Middle ▾	Middle ▾	Middle ▾

Grade 4 Drama Long-range Plan Framework

Curriculum Expectations	B1. Creating & Presenting	B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role	B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role	B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work	Lesson 3-6, 9 B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role Lesson 7-8 B1.2 Demonstrate an understanding of drama presentations by communicating the meaning of a variety of drama works, using the elements of drama and conventions appropriate to the form. B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work
	B2. Reflecting, Responding, & Analysing	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works	B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works	Lesson 3-6, 9 B2.1: Use the critical analysis process to assess the effectiveness of drama works and identify how dramatic elements and conventions are used to communicate ideas and feelings. B2.2 Explain how drama elements communicate ideas and feeling
	B3. Exploring Forms & Cultural Contexts	B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts			Lesson 7-8 B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts
	Elements	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension	Role/ Character Relationship Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis

Grade 4 Drama Long-range Plan Framework

Unit/Lesson Title & Location	CODE: Picture Books - Anti-Black Racism and Entry points, Publicly available CODE: Dramatic Conventions / Conventions dramatiques, Members-only	CODE: Star-cursed: Exploring “Otherness” in Shakespeare’s Othello - Code-Upon-Avon 2019 Workshop Notes, Publicly available	CODE: Choral Speaking / Le Chant Oral, Publicly available CODE: Hot Seating, Publicly available	CODE: Improvisation Games, Publicly available Extension: Improvisation Fundamentals, Members-only
Focus of Resource	The Picture Books resource offers sources for developing dramatic works with students. Dramatic Conventions provides suggestions for ways that you could engage students with the texts. You may wish to become familiar and confident with dramatic conventions before creating your own story drama sequence. Note: Engaging with picture books that explore specific histories should be done with caution about appropriation of voice and stories.	Understanding race and power dynamics in white supremacy culture. Using dramatic conventions to think critically about characterization in a text. *Language may need to be adapted in the student-facing PDFs Cross-curricular connection with Language (A3. Applications, Connections, and Contributions, B1. Oral and Non-Verbal Communication, C3. Critical Thinking in Literacy, D2. Creating Texts)	These resources offer instructional strategies, definitions and curriculum links to the dramatic form, Choral Speaking or Hot Seating. Both resources have many possible cross-curricular connections and can be used in many process drama structures. The resources make suggestions for these connections.	The Improvisation Games resource provides activities that can support students in their attention, risk-taking, idea generation, etc. Improvisation Fundamentals could be used to examine two sides of an issue and to position students as ‘experts’ on a cross-curricular topic. Cross-curricular connection with Language (B1. Oral and Non-Verbal Communication)
Suggested Timeline	Middle ▾	Middle ▾	Beginning ▾	Beginning ▾

Grade 4 Drama Long-range Plan Framework

Curriculum Expectations	B1. Creating & Presenting	Varies	B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama	B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work	B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context B1.3 Apply the element of role by selectively using voice, movement, gesture, facial expression, and props to build belief in a character.
	B2. Reflecting, Responding, & Analysing	Varies	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works
	B3. Exploring Forms & Cultural Contexts	Varies	B3.1 identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts		B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts
	Elements	Varies	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis



Grade 4 Drama Long-range Plan Framework

Suggested Sequence

This is an example plan for a class that runs for an entire school year, at least once a week. Expectations that occur more than once are colour-coded with a darker colour to support selection of units/lessons according to your class needs.

September	October	November	December	January	February	March	April	May	June
Arts Fusion - First Five Welcoming Extensions: ACT (like you know what you are doing) Circle Games	Tableau OR Ensemble Building-Introduction to Tableau What Should I Do?	Financial Literacy and Inequities in the Distribution of Wealth *Could be connected to mutual aid efforts for the Winter Break if appropriate/ possible	The Mysteries of Harris Burdick	Star-cursed: Exploring “Otherness” in Shakespeare’s Othello OR Picture Books - Anti-Black Racism and Entry points	Sowing Seeds/ Semer les graines *Only lesson 3 to 6, and lesson 9 *Extend to include lesson 7 and 8 Mini-lessons to support process drama: Choral Speaking/ Le Chant Oral Hot Seating	Financial Literacy: If I Had \$100... / Si j'avais 100 \$		Improvisation Games Extensions: Improvisation Fundamentals	
B1.1, B1.2	B1.1, B1.3, B1.4	B1.1, B1.2, B1.3	B1.2, B1.3	B1.1, B1.2	B1.1, B1.2	B1.1, B1.3, (B1.2, B1.4)	B1.1, B1.3, B1.4	B1.2, B1.3	
B2.2, (B2.3)	B2.1, B2.2, B2.3	B2.1	B2.2	B2.1	B2.1, B2.2	B2.1, B2.2	B2.1, B2.2	B2.1, B2.2	
	B3.1	B3.2		B3.1, 3.2	(B3.2)		B3.2		
Role/ Character Time and Place Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Time and Place Tension Focus and Emphasis	Role/ Character Relationship Tension Focus and Emphasis	Varies Emphasize Time and Place & Role where possible	