



Grade 6 Long-Range Plan Framework

Using this Framework

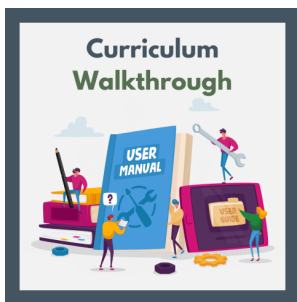
This document is designed as a support tool for educators developing their long-range plans. CODE recognizes that teachers have varying assignments, time allocations, access to materials, student engagement, student identities, and student needs. A one-size-fits-all long-range plan is not feasible or 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-Dance Teachers

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



[Curriculum Walkthrough](#)



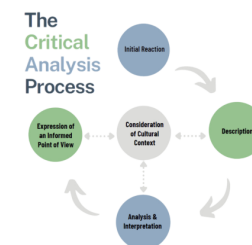
[Posters for the Elements \(Fr/Eng\)](#)

Overall Expectations		Grade 6			
		Y	S	F	A
01. Creating and Presenting	Develop the understanding of drama and process drama, using the elements and conventions of drama to communicate feelings, ideas, and events.				
02. Reflecting, Responding, and Analyzing	Apply the critical analysis process to communicate feelings, ideas, and understanding in response to a variety of drama and performance.				
03. Examining Theme and Cultural Contexts	Develop the understanding of a variety of drama and theatre 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](#).

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Overview of Suggested Resources

Unit/Lesson Title & Location	CODE: Art Fusion First Five - Identity Dance , Publicly available	CODE: Dance, Dance otherwise we are lost , Members-only	CODE: The Elements of Dance - Classroom demonstration video , publicly available	CODE: Expressing Emotions - Classroom Demonstration Video , Publicly available OR CODE: Tapestry of (e)motion , Members-only
Focus of Resource	The goal of this unit is to launch a junior dance program by using dance as a means to explore student identity. Using the elements of dance, students will create dance pieces inspired by their names. They will also analyze how dance can be used to communicate culture. At the end of these lessons, students will create a short dance piece to reflect their identities. Cross-curricular connections with Health (A1.4, D1.1, D3.3)	This is a resource about growing our souls, classroom communities, and joy through movement. In this unit, students will be introduced to the elements of dance with a focus on fostering classroom community and a sense of joy through movement. Students will explore the use of props, music and mentor texts to inspire movement and create dance pieces.	Students use dance to explore the four elements - air, water, fire and earth in this video.	In Expressing Emotions, students use inclusion and exclusion vocabulary words to create movement. Cross-curricular connections with Health (A1.4, D1.1); Language (A1., B1., C2., C3.) In Tapestry of (e)motion, students explore dance as a form of text and communication that allows us to interpret symbols and share emotional experiences with others. Students translate picture books to movement, acting as storytelling stewards, ensuring dignity and respect for the characters' stories in the book. Students use their own stories as the basis for movement. Cross-curricular connections with Health (A1.5); Language (B1., C3., D1., D2.)
Suggested Timeline	Beginning ▾	Beginning ▾	Beginning ▾	Middle ▾

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Curriculum Expectations	A1.	A1.2 use dance as a language to interpret and depict central themes in literature A1.4 combine the elements of dance in different ways to communicate a variety of ideas	A1.1 incorporate the use of props and materials into dance pieces they create A1.3 use guided improvisation in a variety of ways as a starting point for choreography A1.4	A1.3 A1.4	A1.2 A1.3 A1.4
	A2.	A2.1 construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations, using dance terminology A2.2 analyse, using dance vocabulary, how the elements of dance are used in their own and others' dance pieces and explain how they help communicate messages and ideas	A2.2 A2.3 identify and give examples of their strengths and areas for growth as choreographers and audience members	A2.2 A2.3	A2.1 (Tapestry only) A2.2 (Tapestry only) A2.3
	A3.				
	Elements	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship

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Unit/Lesson Title & Location	CODE: Financial Literacy and Making Choices , Publicly available	CODE: Fabric Mirroring / Miroir par le tissu , Publicly available	CODE: Departures / Les départs , Publicly available	TVO Learn: Jingle Dress Dance , Publicly available TVO Learn: Dance, Pop Culture, and Media , Publicly available
Focus of Resource	Using a variety of resources, students will explore the impact and implications of personal choices. They will consider the media's role in the choices people make. Students will use the elements of dance in a movement piece to communicate the power of addiction and addictive behaviour. Cross-curricular connections with Health (D1.2; D2.4); Language (A2.).	Students mirror the images of the student in front of them. Fabric is introduced as an extension and students are encouraged to exaggerate their dance movements. Combine this lesson with relevant content areas such as Black History month. Cross-curricular connections with Language (A1., A3.); Visual Arts (D2.)	Students will explore the topic of migration and the related theme of departures, with a focus on the push and pull factors that are at play when people are faced with these critical life decisions. The unit invites students to learn about the journey of immigrants during the Irish Famine and to examine a range of perspectives and points of view that prevailed at that time. Cross-curricular connections with Drama (B1, B2.); Language (A3., B1., B2., C1., D1., D2.); Social Studies (A3. Understanding Context: The Development of Communities in Canada)	Students demonstrate understanding through critical analysis and explore dance forms, traditions, and styles of the past and present. These lessons are designed for home school use so you may need to adapt them for classroom use. When exploring dance forms that belong to specific First Nations, Métis and/or Inuit nations, consider the In a Good Way guidelines. Choose local nations' dances when possible and make connections to Elders and artists in neighbouring nations when possible.
Suggested Timeline	Middle ▾	Middle ▾	Middle ▾	End ▾

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Curriculum Expectations	A1.	A1.2 use dance as a language to interpret and depict central themes in literature A1.3 use guided improvisation in a variety of ways as a starting point for choreography A1.4 combine the elements of dance in different ways to communicate a variety of ideas	A1.1 incorporate the use of props and materials into dance pieces they create A1.2 A1.3 A1.4	A1.2 A1.3 A1.4	*Do not engage students in creating Jingle Dress Dances, etc. If you create in response to something students witness in these lessons, it should be as a reflection of their own cultural identity.
	A2.	A2.3 identify and give examples of their strengths and areas for growth as choreographers and audience members	A2.2 analyse, using dance vocabulary, how the elements of dance are used in their own and others' dance pieces and explain how they help communicate messages and ideas A2.3	A2.2 A2.3	*Do not engage students in critical analysis of Jingle Dress Dances, etc. unless they are culture-bearers for that particular nation.
	A3.				3.1 describe, with teacher guidance, types of dances used among [First Nations, Métis, and Inuit nations] in the past and the present that express aspects of their cultural identity 3.2 identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance
	Elements	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	

[illegible]