



Grade 8 Drama Long-Range Plan Framework

Using this Framework

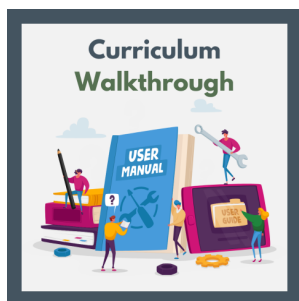
This document is designed as a support tool for educators developing their long-range plans. CODE recognizes that teachers have varying assignments, time allocations, access to materials, student engagement, student identities, and student needs. A one-size-fits-all long-range plan is not feasible or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



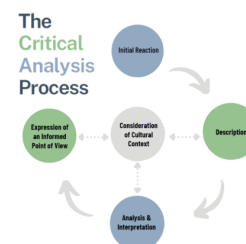
[Posters for the Elements \(Fr/Eng\)](#)

Overall Expectations	Scope and Sequence	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
81. Creating and Presenting	Design the content and structure of a drama or dance performance, using the elements and conventions of drama to communicate feelings, ideas, and events.					
82. Reflecting, Responding, and Analyzing	Apply the critical analysis process to communicate feelings, ideas, and understanding in response to a drama or dance performance.					
83. Exploring Theme and Cultural Contexts	Investigate the relationship of a drama or dance performance to its social and cultural contexts, and their social and cultural contexts, 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: Circle Games/Jeux en Circle, Publicly available CODE: Improvisation Games/Jeu d'impro, Publicly available CODE: Physical Games/Jeux physique, Publicly available CODE: Vocal Warm-ups/Échauffements vocaux, Publicly available	myPITA: What Matters to Me (Lesson 4, 6,12), Publicly available CODE: Investigating the Legend Library - Visionary Voices, Publicly available CODE: Stories that Matter - Visionary Voices, Publicly available	CODE: Finding Balance, Publicly available	CODE: Star-cursed: Exploring “Otherness” In Shakespeare’s Othello, Publicly available RSC Royal Shakespeare Company: Example Activities in the Classroom, Publicly available
Focus of Resource	A series of beginner Drama games that will encourage a strong and trusting community while introducing students to the elements of Drama. Some movement based game suggestions can be cross-curricular with Dance	Students explore their own identity including their strengths in a series of written and performative exercises in the What Matters to Me unit. Students then explore Canada’s Theatre Museum to learn the different roles in theatre (preparing them for future tasks) and to be introduced to some Canadian icons who may share some of their passions. Cross-curricular with Language (A2 Digital Media Literacy, A3.2 Identity and Community, B1 Oral and Non-verbal Communication)	An 8 lesson unit where students have the opportunity to explore the many factors leading to depression and its associated stigma. CODE’s Artists as Disruptors - Learning Hub has a section about San(e)ism as it relates to mental health and offers suggestions for resources to support your understanding and to engage carefully with students. Cross-curricular with Health (Mental Health Literacy) D2.4 Routines and habits for mental health and D3.4 Societal views, impact of stigma	In a series of activities including Tableau, Graffiti Wall, and using a flashback convention, students explore character feelings and relationships in Shakespeare’s Othello. In the secondary resource, through a series of lessons, students analyze character motivations, choral reading, and improvisation in Julius Caesar, further learning how to interpret and perform Shakespeare texts. Cross-curricular with Language (C. Comprehension: Understanding and Responding to Texts)
Suggested Timeline	Beginning ▾	Beginning ▾	Middle ▾	Middle ▾

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Curriculum Expectations	B1.	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 B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects 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	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 B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects 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	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 B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects 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	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 B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects 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
	B2.		B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences	B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences	B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences
	B3.		B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places
	Elements	Role/Character, Relationships, Time and Place	Role/Character, Relationships	Role/Character, Relationships, Time and Place, Tension, Focus and Emphasis	Role/Character, Relationships, Time and Place, Tension, Focus and Emphasis

Grade 8 Drama Long-Range Plan Framework

Unit/Lesson Title & Location	CODE: Stage Design , Publicly available Burt's Drama: Stage Design Lessons , Publicly available	CODE: Less is More: Exploring and Interpreting Text / Moins, c'est plus : Explorer et interpréter un texte , Members-only	CODE: Going in Feet First - Grounded in Space and Place , Members-only
Focus of Resource	With an existing Script or short scenes in mind, the process of sound scaping and planning stage design allow students to see possible production roles and responsibilities behind the scenes. Teachers may refer to devised work on a theme, poetry, children's books (like those recommended in our Artists as Disruptors - Learning Hub by theme), StagePartners (free), Theatrefolk (free), Playwright Canada Press (for purchase), etc. as possible sources. Potential Cross-curricular ties to Visual Arts (Designing costumes, stage designs), Music (soundscapes)	Students will explore and make meaning of text. They will experiment with subtext, learn how to decode the dramatic conventions/clues in scripts, and develop short scripts. Through a variety of drama strategies they will write personal monologues, and rehearse and present their work. Cross-curricular with Language (C. Comprehension: Understanding and Responding to Texts, D. Composition: Expressing Ideas and Creating Texts)	This performance creation unit takes inspiration from the spaces we occupy. Five lessons culminate in a performance task with added space between this work for brainstorming and rehearsal suggested throughout.
Suggested Timeline	Middle ▾	Middle ▾	End ▾

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Curriculum Expectations	B1.	B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience	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 B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects 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	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 B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects 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
	B2.	B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences	B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members	B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members
	B3.	B3.2 identify and describe several ways in which drama and theatre (<i>e.g., street festivals, film festivals, theatre festivals, local theatre groups</i>) contribute to contemporary social, economic, and cultural life	B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places	B3.2 identify and describe several ways in which drama and theatre (<i>e.g., street festivals, film festivals, theatre festivals, local theatre groups</i>) contribute to contemporary social, economic, and cultural life
	Elements	Tension, Focus and Emphasis	Role/Character, Relationships, Time and Place, Tension, Focus and Emphasis	Role/Character, Relationships, Time and Place, Tension, Focus and Emphasis



Grade 8 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
Circle Games/ Jeux en Cercle Improvisation Games/ Jeu d'impro Physical Games/Jeux physique Vocal Warm-ups/ Échauffements vocaux	Investigating the Legend Library - Visionary Voices Stories that Matter - Visionary Voices What Matters to Me (Lesson 4, 6,12)	Finding Balance *This unit has 8 lessons but some will take more than one period. If it is going well, it can easily go into January as well.	Exploring Bullying: Read, Analyze, Act- Demonstration Classroom Video As an extension of the previous unit, students can create their own dramatizations	Introduce students to Othello using: Othello Full Play Summary in Under 6 Minutes Star-cursed: Exploring “Otherness” In Shakespeare’s Othello Shakespeare unit (additional resource)	Stage Design Stage Design Lessons		Less is More: Exploring and Interpreting Text / /Moins, c’est plus: Explorer et interpreter un texte	Going in Feet First - Grounded in Space and Place	
B1.1, 1.2, 1.3	B1.1, 1.2	B1.1, 1.2, 1.3	B1.1, 1.2, 1.3	B1.1, 1.2, 1.3	B1.1, 1.2, 1.3	B1.4		B1.1, 1.2, 1.3	B1.1, 1.2, 1.3, 1.4
	B2.1, B2.2	B2.1, 2.2	B2.1, B2.2	B2.1, B2.2	B2.1, B2.2	B2.1		B2.1, 2.2, 2.3	B2.1, 2.2, 2.3
	B3.1	B3.1	B3.1	B3.1	B3.1	B3.2		B3.1	B3.2
Role/Character, Relationships	Role/Character, Relationships	Role/Character, Relationships, Time and Place, Tension, Focus and Emphasis	Role/Character, Relationships, Time and Place, Tension	Role/Character, Relationships, Time and Place	Role/Character, Relationships, Time and Place	Tension, Focus and Emphasis		Role/Character, Relationships, Time and Place, Tension, Focus and Emphasis	Role/Character, Relationships, time and place, Tension, Focus and emphasis