



Arts Education Grade 9 : Drama Creative / Productive (CP) Drama					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>CP9.4</b> <b>Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.</b>	<b>Develop roles</b>	<ul style="list-style-type: none"> <li>I can use research <b>OR</b> analysis to develop a role, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can use research <b>OR</b> analysis to develop a role.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research <b>AND</b> analysis to develop a <b>detailed</b> role.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research <b>AND</b> analysis to develop a <b>complex</b> role.</li> </ul>
		<ul style="list-style-type: none"> <li><b>With help,</b> I can <b>select ideas</b> from my analysis of various roles and their interactions to build a role.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select ideas</b> from my analysis of various dramatic roles and their interactions to build a role.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select AND</b> apply ideas from my analysis of various dramatic roles and their interactions to develop a <b>detailed</b> role.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select AND</b> apply ideas from my analysis of various dramatic roles and their interactions to develop a <b>complex role with many details.</b></li> </ul>
		<ul style="list-style-type: none"> <li>I can use interaction with others to develop a role, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can use interaction with others <b>OR</b> improvisation to develop a role.</li> </ul>	<ul style="list-style-type: none"> <li>I can use interaction with others <b>AND</b> improvisation to develop a <b>detailed</b> role.</li> </ul>	<ul style="list-style-type: none"> <li>I can use interaction with others <b>AND</b> improvisation to develop a <b>complex role with details.</b></li> </ul>
	<b>Communicate meaning to audience</b>	<ul style="list-style-type: none"> <li>I can <b>give examples</b> of how meaning is communicated between characters on stage, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>give examples</b> of how meaning is communicated between characters on stage.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> how meaning is communicated between characters on stage.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain, using specific examples, various ways that</b> meaning is communicated between characters on stage.</li> </ul>



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		<ul style="list-style-type: none"> <li>• <b>With help</b>, I can use language <b>OR</b> drama strategies <b>OR</b> drama elements to communicate meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use language <b>OR</b> drama strategies <b>OR</b> drama elements to communicate meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use language, drama strategies <b>AND</b> drama elements to communicate meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>use a combination of language, drama strategies and elements</b> to communicate meaning to an audience <b>clearly and effectively</b> .</li> </ul>
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<b>CP9.5 Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.</b>	<ul style="list-style-type: none"> <li>With help, I can manipulate <b>a few</b> drama strategies (e.g. focus, tension, contrast, symbols) <b>OR a few</b> theatrical elements (e.g. lighting, set, costume, sound design) <b>in collaboration with others</b> to achieve a specific dramatic purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can manipulate <b>a few</b> drama strategies (e.g. focus, tension, contrast, symbols) <b>OR a few</b> theatrical elements (e.g. lighting, set, costume, sound design) <b>in collaboration with others</b> to achieve a specific dramatic purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can manipulate <b>several</b> drama strategies (e.g. focus, tension, contrast, symbols) <b>AND several</b> theatrical elements (e.g. lighting, set, costume, sound design) <b>in collaboration with others</b> to achieve a specific dramatic purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can manipulate <b>many</b> drama strategies (e.g. focus, tension, contrast, symbols) <b>AND many</b> theatrical elements (e.g. lighting, set, costume, sound design) <b>in collaboration with others</b> to achieve a specific dramatic purpose.</li> </ul>
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CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation.	Foundational ideas	<ul style="list-style-type: none"> <li>I can use research or personal analysis <b>OR</b> peer interaction to develop an understanding of a topic that is of concern to youth in a collective creation, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research or personal analysis <b>OR</b> peer interaction to develop an understanding of a topic that is of concern to youth in a collective creation.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research, personal analysis <b>AND</b> peer interaction to develop an understanding of a topic that is of concern to youth in a collective creation.</li> </ul>	<ul style="list-style-type: none"> <li>I can use <b>extensive</b> research, <b>detailed</b> personal analysis <b>AND</b> peer interaction to develop an <b>deep</b> understanding of a topic that is of concern to youth in a collective creation.</li> </ul>
		<ul style="list-style-type: none"> <li>I can generate limited ideas about how a collective creation can best raise awareness of a specific topic, <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can generate <b>limited</b> ideas about how a collective creation can best raise awareness of a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>regularly generate</b> ideas about how a collective creation can best raise awareness of a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>regularly</b> generate a <b>variety of relevant ideas</b> about how a collective creation can best raise awareness of a specific topic.</li> </ul>
	Process	<ul style="list-style-type: none"> <li>I can use my knowledge of drama in <b>a few areas</b> (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms <b>OR</b> genres) to contribute to a collective drama creation that will express the perspective and raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of drama in <b>several areas</b> (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms <b>OR</b> genres) to contribute to a collective drama creation that will express the perspective and raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>I can use knowledge of drama in <b>many areas</b> (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms <b>OR</b> genres) to contribute to a collective drama creation that will express the perspective and raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of drama in <b>a wide variety of areas</b> (e.g. strategies and elements, theatrical elements, role and characterization, theatrical forms <b>AND</b> genres) to contribute to a collective drama creation that will express the perspective and raise awareness about a topic</li> </ul>



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		about a topic of concern to youth.	about a topic of concern to youth.	about a topic of concern to youth.	of concern to youth.
	<b>Collaboration and negotiation in process</b>	<ul style="list-style-type: none"> <li>I can <b>need reminders to collaborate AND assist in negotiation</b> that leads to consensus about a topic and how it will be presented dramatically.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>usually collaborate AND assist in negotiation</b> that leads to consensus about a topic and how it will be presented dramatically.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>almost always collaborate AND assist in negotiation</b> that leads to consensus about a topic and how it will be presented dramatically.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>demonstrate leadership to enhance</b> the collaboration and negotiation that leads to consensus about a topic and how it will be presented dramatically.</li> </ul>
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