

Kindergarten to Grade 5 Developmental Continuum

The chart on the following pages displays the scope and sequence of learning from Kindergarten to Grade 5. It includes broad foundational objectives for the Elementary Level and grade-specific learning objectives. This chart represents the required content for the drama strand.

Kindergarten	Grade 1	Grade 2
Accept the dramatic context and assume roles within it.		
<ul style="list-style-type: none"> participate in dramas and recognize that they are fictional situations 	<ul style="list-style-type: none"> display a willingness to enter into the fiction provided by the drama 	<ul style="list-style-type: none"> display a willingness to enter into the fiction provided by the drama
	<ul style="list-style-type: none"> begin to adopt roles in dramatic situations and to accept others in role 	<ul style="list-style-type: none"> adopt roles in dramatic situations and accept/respond to others in role
	<ul style="list-style-type: none"> use visual images and language to represent ideas both in and out of role 	<ul style="list-style-type: none"> use visual images and language to represent ideas both in and out of role
Contribute ideas appropriate to the drama and accept the ideas of others.		
<ul style="list-style-type: none"> willingly work with others in dramatic contexts 	<ul style="list-style-type: none"> willingly work with others in dramatic contexts 	<ul style="list-style-type: none"> recognize the need to work together within dramatic contexts
	<ul style="list-style-type: none"> begin to contribute ideas to the drama 	<ul style="list-style-type: none"> contribute ideas appropriate to the drama
	<ul style="list-style-type: none"> listen to the contributions of others 	<ul style="list-style-type: none"> listen to the contributions of others
		<ul style="list-style-type: none"> recognize the need to respect the contributions of others
Develop the ability to use a variety of strategies and processes in dramatic situations.		
<ul style="list-style-type: none"> use imagination in dramatic contexts 	<ul style="list-style-type: none"> use imagination in dramatic contexts 	<ul style="list-style-type: none"> use imagination to explore various possibilities in dramatic contexts
<ul style="list-style-type: none"> demonstrate a willingness to explore a variety of strategies within dramatic contexts 	<ul style="list-style-type: none"> demonstrate a willingness to explore a variety of strategies within dramatic contexts 	<ul style="list-style-type: none"> demonstrate a willingness to explore a variety of strategies within dramatic contexts
		<ul style="list-style-type: none"> understand that libraries, resource people, and the Internet are sources of information for drama work
	<ul style="list-style-type: none"> begin to recognize that dramas work best when participants focus on the main ideas of each dramatic episode 	<ul style="list-style-type: none"> accept that dramas work best when participants focus on the main ideas of each dramatic episode
	<ul style="list-style-type: none"> accept surprises in the drama and be willing to incorporate new information into unfolding episodes of the contextual drama 	<ul style="list-style-type: none"> accept surprises in the drama and be willing to incorporate new information into unfolding episodes of the contextual drama
Grade 3	Grade 4	Grade 5

Accept the dramatic context and assume roles within it.		
<ul style="list-style-type: none"> develop belief in the dramatic situation (i.e., learn to suspend disbelief) 	<ul style="list-style-type: none"> begin to sustain belief in the dramatic situation 	<ul style="list-style-type: none"> sustain belief in the dramatic situation
<ul style="list-style-type: none"> sustain roles in dramatic situations and accept/respond to others in role 	<ul style="list-style-type: none"> sustain roles in dramatic situations and accept/respond to others in role 	<ul style="list-style-type: none"> develop belief in own roles and accept/respond to others in role
<ul style="list-style-type: none"> begin to use language purposefully when speaking and writing in role 	<ul style="list-style-type: none"> begin to use language purposefully when speaking and writing in role 	<ul style="list-style-type: none"> use language purposefully when speaking and writing in role
	<ul style="list-style-type: none"> begin to assume a range of roles in drama work 	<ul style="list-style-type: none"> assume a wider range of roles in drama work
	<ul style="list-style-type: none"> begin to reflect on how roles function within a drama 	<ul style="list-style-type: none"> reflect on how roles function within a drama
Contribute ideas appropriate to the drama and accept the ideas of others.		
<ul style="list-style-type: none"> recognize the need to work together within dramatic contexts 	<ul style="list-style-type: none"> begin to appreciate the responsibilities and satisfaction of working co-operatively within dramatic contexts 	<ul style="list-style-type: none"> begin to appreciate the responsibilities and satisfaction of working co-operatively within dramatic contexts
<ul style="list-style-type: none"> contribute ideas appropriate to the drama 	<ul style="list-style-type: none"> contribute ideas that aid the progress of the drama 	<ul style="list-style-type: none"> contribute ideas that aid the progress of the drama
<ul style="list-style-type: none"> develop an understanding of the need to listen at all times within a drama 	<ul style="list-style-type: none"> develop an understanding of the need to listen at all times within a drama 	<ul style="list-style-type: none"> demonstrate the ability to listen at all times within a drama
<ul style="list-style-type: none"> recognize the need to respect the contributions of others 	<ul style="list-style-type: none"> demonstrate respect for the contributions of others 	<ul style="list-style-type: none"> demonstrate respect for the contributions of others
Develop the ability to use a variety of effective strategies and processes in dramatic situations.		
<ul style="list-style-type: none"> use imagination to explore various possibilities in dramatic contexts 	<ul style="list-style-type: none"> begin to understand how imagination can extend dramatic contexts 	<ul style="list-style-type: none"> begin to understand how imagination can extend the dramatic contexts
<ul style="list-style-type: none"> develop confidence in using a variety of strategies within dramatic situations 	<ul style="list-style-type: none"> develop confidence in using a variety of strategies within dramatic situations 	<ul style="list-style-type: none"> develop confidence in using a variety of strategies within dramatic situations
<ul style="list-style-type: none"> understand that libraries, resource people, and the Internet are sources of information for drama work 	<ul style="list-style-type: none"> incorporate research into drama work 	<ul style="list-style-type: none"> incorporate research into drama work
<ul style="list-style-type: none"> recognize the need to choose specific alternatives in order to further the drama's development in a satisfactory way 	<ul style="list-style-type: none"> recognize the need to choose specific alternatives in order to further the drama's development in a satisfactory way 	<ul style="list-style-type: none"> understand that limiting choices creates <i>focus</i>, which serves an important function in drama work
<ul style="list-style-type: none"> welcome new or surprise information as a way to make the drama more interesting and to provide opportunities to solve problems 	<ul style="list-style-type: none"> welcome new or surprise information as a way to make the drama more interesting and to provide opportunities to solve problems 	<ul style="list-style-type: none"> recognize and understand that surprises create <i>tension</i>, which serves an important function in drama work
Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> accept that active, energetic drama episodes are often followed by quiet, still episodes; that loudness is often followed by quietness; and that lights can be used to change the mood or the way the drama is developing 	<ul style="list-style-type: none"> accept that active, energetic drama episodes are often followed by quiet, still episodes; that loudness is often followed by quietness; and that lights can change the mood or the way the drama is developing

		<ul style="list-style-type: none"> accept that characters/roles, objects, and places can stand for ideas of what the drama is about
Reflect on individual contributions and the work of the group within dramatic contexts.		
<ul style="list-style-type: none"> participate in discussions about the drama work 	<ul style="list-style-type: none"> participate in discussions about the drama work 	<ul style="list-style-type: none"> recall and express responses to the drama work, both in and out of role
	<ul style="list-style-type: none"> support contributions to drama discussions with stories of own experience 	<ul style="list-style-type: none"> support contributions to drama discussions with stories of own experience
	<ul style="list-style-type: none"> become acquainted with the language of drama in discussions about the drama work 	<ul style="list-style-type: none"> become acquainted with the language of drama in discussions about the drama work
		<ul style="list-style-type: none"> explore strategies other than discussion to reflect on drama work
		<ul style="list-style-type: none"> begin to make connections between own dramas and own lives
Understand the elements of dramatic presentations and develop concepts that lead to an understanding of organization in drama.		
<ul style="list-style-type: none"> understand that what happens in dramatic presentations is make-believe 	<ul style="list-style-type: none"> understand that what happens in dramatic presentations is make-believe 	<ul style="list-style-type: none"> explore the use of story maps to develop understanding of actions and consequences in dramatic presentations
<ul style="list-style-type: none"> understand that dramatic presentations have make-believe characters 	<ul style="list-style-type: none"> understand that the people viewed in dramatic presentations are real people called actors 	<ul style="list-style-type: none"> recognize that actors in dramatic presentations represent <i>characters</i> with various traits, problems, and experiences
<ul style="list-style-type: none"> understand that dramatic presentations involve characters speaking to one another 	<ul style="list-style-type: none"> understand that dramatic presentations involve characters speaking to one another 	<ul style="list-style-type: none"> understand that characters talk to each other in different ways in dramatic presentations
		<ul style="list-style-type: none"> develop an awareness that dramatic presentations viewed express ideas
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> recognize that dramas are more interesting when sound/silence, light/dark, and movement/stillness are varied 	<ul style="list-style-type: none"> recognize that dramas are more interesting when sound/silence, light/dark, and movement/stillness are varied 	<ul style="list-style-type: none"> recognize that contrast can be deliberately incorporated into drama work
<ul style="list-style-type: none"> accept that characters/roles, objects, and places can stand for ideas of what the drama is about 	<ul style="list-style-type: none"> develop awareness that characters/roles, objects, and places are symbols that serve important functions in drama work 	<ul style="list-style-type: none"> develop awareness that characters/roles, objects, and places are symbols that serve important functions in drama work

Reflect on individual contributions and the work of the group within dramatic contexts.		
<ul style="list-style-type: none"> recall and express responses to the drama work, both in and out of role 	<ul style="list-style-type: none"> recall and express responses to the drama work, both in and out of role 	<ul style="list-style-type: none"> recall and express responses to the drama work both in and out of role
<ul style="list-style-type: none"> support contributions to drama discussions with stories of own experience 	<ul style="list-style-type: none"> begin to make connections between own experiences and contributions to the work 	<ul style="list-style-type: none"> make connections between own experiences and contributions to the work
<ul style="list-style-type: none"> become acquainted with the language of drama in discussions about the drama work 	<ul style="list-style-type: none"> begin to use the language of drama in reflecting upon the drama work 	<ul style="list-style-type: none"> use the language of drama in reflecting upon the drama work
<ul style="list-style-type: none"> explore strategies other than discussion to reflect on drama work 	<ul style="list-style-type: none"> recognize that there are many ways to reflect on and to respond to drama 	<ul style="list-style-type: none"> recognize that there are many ways to reflect on and to respond to drama
<ul style="list-style-type: none"> begin to make connections between own dramas and own lives 	<ul style="list-style-type: none"> make connections between own dramas and own lives 	<ul style="list-style-type: none"> discuss their dramas in relation to own lives and communities
	<ul style="list-style-type: none"> begin to identify that dramas can develop in new ways based on discussions about drama work 	<ul style="list-style-type: none"> begin to identify that dramas can develop in new ways based on discussions about drama work
Understand the elements of dramatic presentations and develop concepts that lead to an understanding of organization in drama.		
<ul style="list-style-type: none"> explore the use of story maps to develop understanding of actions and consequences in dramatic presentations 	<ul style="list-style-type: none"> understand that <i>plot</i> refers to what happens in the dramatic presentation 	<ul style="list-style-type: none"> develop an awareness that <i>plot</i> develops through a series of actions and consequences
<ul style="list-style-type: none"> understand that actors in dramatic presentations represent <i>characters</i> with various traits, problems, and experiences 	<ul style="list-style-type: none"> understand that actors in dramatic presentations represent <i>characters</i> with various traits, problems, and experiences 	<ul style="list-style-type: none"> identify how the various <i>characters</i> contribute to the dramatic presentation
<ul style="list-style-type: none"> understand that characters talk to each other in different ways in dramatic presentations 	<ul style="list-style-type: none"> understand that <i>dialogue</i> refers to what characters say to one another in a dramatic presentation 	<ul style="list-style-type: none"> examine ways that <i>dialogue</i> affects a dramatic presentation
<ul style="list-style-type: none"> understand that dramatic presentations viewed express ideas 	<ul style="list-style-type: none"> identify the main idea of dramatic presentations viewed 	<ul style="list-style-type: none"> develop an awareness that <i>theme</i> refers to the main idea of dramatic presentations
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> develop an awareness that sounds and music can be a part of most dramatic presentations viewed 	<ul style="list-style-type: none"> develop an awareness that sounds and music can be a part of most dramatic presentations viewed 	<ul style="list-style-type: none"> recognize that sound and music are used for different purposes in dramatic presentations viewed
<ul style="list-style-type: none"> develop an awareness that set, costumes, lights, and sound are a part of most dramatic presentations viewed 	<ul style="list-style-type: none"> develop an awareness that set, costumes, lights, and sound are a part of most dramatic presentations viewed 	<ul style="list-style-type: none"> recognize ways that set, costume, sound, and lighting contribute to dramatic presentations viewed
Begin to talk about and interpret drama experienced as audience.		
<ul style="list-style-type: none"> talk about plays viewed as audience 	<ul style="list-style-type: none"> describe responses to plays viewed as audience 	<ul style="list-style-type: none"> describe responses to plays viewed as audience

Become familiar with drama and dramatic artists in own communities and beyond.		
<ul style="list-style-type: none"> become aware of the presence of dramatic presentations in home, school, and community settings 	<ul style="list-style-type: none"> become aware of the presence of dramatic presentations in home, school, and community settings 	<ul style="list-style-type: none"> develop an awareness of the purposes of dramatic presentations in home, school, and community settings
<ul style="list-style-type: none"> develop an awareness that cultures around the world have dramatic presentations in own communities 	<ul style="list-style-type: none"> develop an awareness that cultures around the world have dramatic presentations in own communities 	<ul style="list-style-type: none"> understand that cultures around the world have various forms of drama
<ul style="list-style-type: none"> develop an awareness that dramatic presentations can have an effect on people 	<ul style="list-style-type: none"> develop an awareness that dramatic presentations can have an effect on people 	<ul style="list-style-type: none"> recognize different ways that dramatic presentations can have an effect on people
	<ul style="list-style-type: none"> become aware that there are dramatic artists working in communities throughout Saskatchewan and Canada 	<ul style="list-style-type: none"> become aware that there are dramatic artists, including First Nation and Métis artists, working in communities throughout Saskatchewan and Canada
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> recognize that sound and music are used for different purposes in dramatic presentations viewed 	<ul style="list-style-type: none"> develop an awareness of how sound and music are organized within dramatic presentations 	<ul style="list-style-type: none"> develop an awareness of how sound and music are organized within dramatic presentations
<ul style="list-style-type: none"> recognize ways that set, costume, sound, and lighting contribute to dramatic presentations viewed 	<ul style="list-style-type: none"> know that the people who plan the set, costume, sound, and lighting are called designers 	<ul style="list-style-type: none"> begin to understand the various ways that design can contribute to dramatic presentations
		<ul style="list-style-type: none"> understand how tension, contrast, and dynamics contribute to the balance and unity of dramatic presentations
Begin to talk about and interpret drama experienced as audience.		
<ul style="list-style-type: none"> respond in a variety of ways to plays viewed as audience 	<ul style="list-style-type: none"> respond in a variety of ways to plays viewed as audience 	<ul style="list-style-type: none"> respond in a variety of ways to plays viewed as audience
<ul style="list-style-type: none"> begin to examine how plays are made 	<ul style="list-style-type: none"> continue to examine how plays are made 	<ul style="list-style-type: none"> continue to examine how plays are made
<ul style="list-style-type: none"> develop the awareness that plays convey ideas 	<ul style="list-style-type: none"> develop the awareness that plays convey ideas 	<ul style="list-style-type: none"> develop the awareness that ideas in plays are influenced by the communities and societies in which plays are created
Become familiar with drama and dramatic artists in own communities and beyond.		
<ul style="list-style-type: none"> develop an awareness of the purposes of dramatic presentations in home, school, and community settings 	<ul style="list-style-type: none"> become familiar with why people become involved with dramatic presentations in own community 	<ul style="list-style-type: none"> become familiar with why people become involved with dramatic presentations in own community
<ul style="list-style-type: none"> understand that cultures around the world have various forms of drama 	<ul style="list-style-type: none"> examine forms of drama in various cultures, past and present 	<ul style="list-style-type: none"> examine forms of drama in various cultures, past and present

<ul style="list-style-type: none"> • recognize different ways that dramatic presentations can have an effect on people 	<ul style="list-style-type: none"> • develop an awareness of how dramatic presentations affect the daily lives of people 	<ul style="list-style-type: none"> • develop an awareness of how dramatic presentations affect the daily lives of people
<ul style="list-style-type: none"> • begin to examine the work of Saskatchewan and Canadian dramatic artists, including First Nation and Métis artists 	<ul style="list-style-type: none"> • examine the work of Saskatchewan and Canadian dramatic artists, including First Nation and Métis artists 	<ul style="list-style-type: none"> • examine the work of Saskatchewan and Canadian dramatic artists, including First Nation and Métis artists
	<ul style="list-style-type: none"> • become aware of the relationship of drama to the other arts 	<ul style="list-style-type: none"> • become aware of the relationship of drama to the other arts