

## Gibberish

### Drama

#### *Grade 1-6 Overall Expectations*

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experience

#### *Grade 1-6 Specific Expectations*

B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played

B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer

B2.2 identify (or) explain, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest

### Language: Oral Communication

#### *Grade 1-6 Overall Expectations*

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

#### *Grade 1-6 Specific Expectations*

## Roseneath Theatre

From the study guide for “**Head À Tête**” 2018/2019 Season  
a play written by David S. Craig and Robert Morgan

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking