

## SOUTH CARLETON HIGH SCHOOL

Course Outline

**ADD3M**

Grade 11 College/University Production Drama

Credit Value: 1 credit

Hours: 110

Prerequisite: grade 9 or 10 drama

### Course Overview

Drama is a social art form. Creating, presenting, and analyzing drama is a collective experience. By communicating in both real and imaginary situations, students develop proficiency in listening, speaking, writing, questioning, and negotiating. Through the process of “stepping into the shoes of another”, students develop and express empathy. Through analysis of dramatic works, they become aware of universal aspects of human experience.

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyze and reflect on the experience. Students meet the same expectations as ADA20 but the mode of delivery is through preparation of and the performance in three public shows.

### Specific Expectations

|  |   |
|--|---|
| <b>Creating and Presenting</b>               | <b>A1. The Creative Process:</b> use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;<br><b>A2. Elements and Conventions:</b> use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;<br><b>A3. Presentation Techniques and Technologies:</b> use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.    |
| <b>Reflecting, Responding, and Analyzing</b> | <b>B1. The Critical Analysis Process:</b> use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;<br><b>B2. Drama and Society:</b> demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;<br><b>B3. Connections Beyond the Classroom:</b> identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts. |
| <b>Foundations</b>                           | <b>C1. Concepts and Terminology:</b> demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;<br><b>C2. Contexts and Influences:</b> demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;<br><b>C3. Responsible Practices:</b> demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.                            |

### Accommodations for Exceptional Students

The Drama department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

### Teaching Strategies

A variety of instructional methods will be employed including teacher-directed, small group collaborative, and individual learning. Assessment will be provided throughout each unit to allow for maximum skill acquirement before evaluation. Evaluation may be teacher, peer, or self evaluation (or a combination) of written, solo, small group, and ensemble presentations.

### Evaluation

|  | Term reports | Final Report   |      |
|--|--------------|--|------|
| Creating and Presenting  |              | Term   | 70%  |
| Reflecting, Responding, and Analyzing  |              | Summative task*  | 30%  |
| Foundations  | 70%          |  | 100% |
| <i>Assessment tools include assignments, performance tasks and rich assessment tasks</i> |              | <i>* may include but not limited to the form of an examination, test, performance task or other method of evaluation suitable to the course content and administered towards the end of the course</i> |      |

### Classroom Management

Attendance is critical for success in Drama. As there are only three performances, a missed performance will have a significant negative impact on the individual and the class. Students are expected to arrive to class on time and prepared, and actively participate in class. There will be three mandatory public performances, dates available on Mrs. Clark's Wikispace, in the evening; please mark these dates on your calendar. More information on South Carleton High School's policy on Assessment and Evaluation and on Academic Integrity can be accessed on our school website.