

SOUTH CARLETON HIGH SCHOOL

Course Outline

ADA4M

Grade 12 College University Drama

Credit Value: 1 credit

Hours: 110

Prerequisite: ADA3M

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 experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analyzing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

Specific Expectations

Creating and Presenting	A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works; A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources; A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.
Reflecting, Responding, and Analyzing	B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities; B2. Drama and Society: 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; B3. Connections Beyond the Classroom: 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.
Foundations	C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components; C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies; C3. Responsible Practices: 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. Use of the Computer Lab will focus on research skills. 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	
<i>Categories for each assessment tool including approximate percentages.</i>	Term	70%
Creating and Presenting	Summative task*	30%
Reflecting, Responding, and Analyzing		100%
Foundations		
<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. Missed Solo/Independent must be presented the first day of return to class at lunch time (it is the responsibility of the student to make the arrangements) and group performances/assignments may not be able to be presented at all, therefore, may be given a mark of zero or replaced with a solo performance/assignment. The teacher must be notified prior to long term absences. Students are expected to arrive to class on time and prepared, keep their notes and assignments in a notebook, and actively participate in class. More information on South Carleton High School's policy on Assessment and Evaluation and on Academic Integrity can be accessed on our school website.