

Drama 20S

McCreary School

Teacher: Mr. MacFarlane

Classroom: Room 9

Credits: 1.0

Email: Dmacfarlane@trsd.ca

Pre-Requisites: None

Course Description

Dramatic arts education develops important disciplinary and cross-curricular competencies for learning and living well together in an interconnected world. Dramatic arts education offers learners diverse, unique, and powerful ways of perceiving and making meaning about the world.

Dramatic arts education is not just about learning the language and practices of the dramatic arts, “it is about addressing who we are as people, embracing difference, encountering numerous cultures, interacting and collaborating with others, and inviting response”.

Overview and Outcomes

We will cover four “Essential Learning Areas” throughout this course. These are as follows:

Making: The learner develops language and practices for making drama/ theatre.

DR–M1 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts.

DR–M2 The learner develops competencies for using elements of drama/theatre in a variety of contexts.

DR–M3 The learner develops competencies for using a range of dramatic forms and styles.

Creating: The learner generates, develops, and communicates ideas for creating drama/theatre.

DR–CR1 The learner generates ideas from a variety of sources for creating drama/theatre.

DR–CR2 The learner experiments with, develops, and uses ideas for creating drama/theatre.

DR–CR3 The learner revises, refines, and shares drama/ theatre ideas and creative work.

Connecting: The learner develops understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures.

DR–C1 The learner develops understandings about people and practices in the dramatic arts.

DR–C2 The learner develops understandings about the influence and impact of the dramatic arts.

DR–C3 The learner develops understandings about the roles, purposes, and meanings of the dramatic arts.

Responding: The learner uses critical reflection to inform drama/theatre learning and to develop agency and identity.

DR–R1 The learner generates initial reactions to drama/ theatre experiences.

DR–R2 The learner critically observes and describes drama/theatre experiences.

DR–R3 The learner analyzes and interprets drama/ theatre experiences.

DR–R4 The learner applies new understandings about drama/theatre to construct identity and to act in transformative ways.

Student Assessment

All coursework will be a cumulative mark, consisting of 100% of the final mark. All assessments will be given a number value, dependent on each assignment, and will be stated prior to each test or assignment. Rubrics will be used for all projects. Assessment will be based on a variety of activities, and are listed below:

- Writing and analyzing plays and scripts
- Film, television, and advertisement studies
- Live and recorded performances (following COVID-19 protocols)
- Written tests and assignments covering the principles and fundamentals of the dramatic arts
- Observations and discussions
- Character studies
- Applying drama to life

Term Work → 100% of Final Mark

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

Personal Management Skills- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

Late Assignment Policy

McCreary School's policy for late assignments was developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments

2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late assignments
7. Teachers will make an arrangement with student to complete work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of zero.

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a zero and their parents will be notified.

Tech Policy

Students will follow the McCreary school policy in regards to the use of technology in the class.

Student Support and Attendance Policy

The teacher will be available for additional support outside of the classroom hours and is the responsibility of the student to arrange a time with the teacher. Students will be responsible to complete work they miss in the case of their absence (which the teacher must be informed in advance, when possible). Those who do not attend class regularly will be referred to the Learning to 18 Coordinator.

*****This course outline and the evaluation breakdown and unit dates may be subject to change.*****

“All the world's a stage and most of us are desperately unrehearsed.”