

DRAMA 15S/25S: Dramatic Arts Education

Credit Value: One Credit

McCreary School

Course Code: 0239

Grade 10 Dramatic Arts Education

Semester 1

Teacher: Mr. Billelt

bbillett@trsd.ca

(204) 835-2083

Room 10

Prerequisites – No prerequisite required.

Course Description/Overview

Dramatic arts education draws from a broad field of dramatic arts practices that include skits, vaudeville, improvisation, theatre, musicals, collective theatre, routines, drama, docudrama, process oriented drama, political theatre, dance, carnival, buskers, puppets, mime, cultural theatre, story theatre, drama across the curriculum, mystery plays, comedy theatre, feminist theatre, theatre of the queer, classical theatre, Asian theatre such as Kabuki, children's theatre, children's film, children's animation, and children's live theatre, television, video, multimedia, performance art, chamber theatre, readers' theatre, circus, scripted theatre, creative dramatics, choral reading, opera, promenade, community theatre, pantomime, reviews, spectacles, ceremony, pageants, rituals, street theatre, and a host of other forms. These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse dramatic arts education contexts. 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"

Focus and Purpose

Dramatic arts education develops important disciplinary and cross-curricular competencies for learning and living well together in an interconnected world. Research indicates that well-designed dramatic arts education contributes to learning engagement, self-efficacy, and a wide range of positive academic, social, and emotional effects. Dramatic arts education offers learners diverse, unique, and powerful ways of perceiving and making meaning about the world.

DRAMA 15S/25S: Dramatic Arts Education

Quality dramatic arts education is defined by understandings and beliefs about education informed by current research, theory, and practice. These understandings and beliefs are brought into focus through the lenses of learning, curriculum, learning environment, and assessment.

DRAMA 15S/25S: Dramatic Arts Education General Learning Outcomes

The Curriculum Lens

The curriculum lens highlights essential aspects of quality dramatic arts education that are illuminated through 13 recursive learnings. Grades 10 dramatic arts learnings are developed, recombined, elaborated, and transformed across novel and varied contexts so that learning becomes more sophisticated, more complex, deeper, and broader with time and new experiences.

Recursive learning is more than repetition, iteration, accumulation, or the notion of a spiral curriculum. The word recursive comes from the Latin verb recurrere, which means "to run back" or "to return." Through the process of returning and reflecting back on previous learning—"a second looking—transformation, growth, development occur" (Doll).

Recursive learnings in the Dramatic Arts Framework

- focus on why dramatic arts learning is important, what understandings and meanings dramatic arts language and practices can communicate, what the dramatic arts can reveal about culture and identity, and what purpose and meaning drama/theatre have for individuals and communities
- build on prior dramatic arts learning in a reflective, recursive process so that new possibilities emerge and understandings and relationships grow over time and through experience
- are sufficiently rich and substantive to generate deep conceptual understanding and learning
- afford a diverse and broad range of dramatic arts experiences, participatory approaches, and ways of thinking about, knowing, interpreting, responding to, and representing the dramatic arts
- afford opportunities for transformative learning
- connect to the wider dramatic and other arts communities

- are integrated across essential learning areas to develop concepts and skills with meaning, coherence, depth, and competency
- may be assessed and evaluated using the Conceptual Framework for Learning Growth in Dramatic Arts Education (see Appendix)

Objectives

The objective of Grades 9 to 12 Dramatic Arts: Manitoba Curriculum Framework (the Dramatic Arts Framework) is to

- support, nurture, and inspire the learning growth of all dramatic arts learners
- support the novice and inspire the veteran dramatic arts educator
- provide direction for learning design, assessment, and evaluation
- set out the philosophical and pedagogical foundations for dramatic arts learning
- articulate a palette of possibilities for learning design
- present the four essential learning areas of the dramatic arts curriculum
- provide guidelines for dramatic arts education programming and implementation and for course development

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.

Resources

- Lesson from - *The Drama Book: Lesson Plans, Activities, and Scripts for English-Language Learners*.

Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

DRAMA 20S: Dramatic Arts Education - Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

September	Introduce Course Outline	Work on activities, assignments and outcomes related to <i>Making: The learner develops language and practices for making drama/theatre.</i>	
	Introduce daily routines and expectations		
October	Work on activities, assignments and outcomes related to <i>Creating: The learner generates, develops, and communicates ideas for creating drama/theatre.</i>		
November	Work on activities, assignments and outcomes related to <i>Connecting: The learner develops understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures.</i>		
December	Work on activities, assignments and outcomes related to <i>Responding: The learner uses critical reflection to inform drama/theatre learning and to develop agency and identity.</i>		
January	Continue to work on activities, assignments and outcomes related to Making, Creating, Connecting and Responding. Work on a cumulative activity.		

Note: Students will also be completing assignments that will be works on throughout the course.

Grade Appropriate Outcomes, Activities, and Skills

In Drama Education 20S students are expected to learn/build upon their knowledge for the following outcomes, activities, and skills. These outcomes, activities, and skills may be demonstrated through adaptations, if necessary. Drama Education 20S focuses on oral, written and visual communication. Upon the completion of this course students are expected to;

- Group Work: Discussion encourages students to debate and share ideas, summarise the key points of a story or theme, analyse character behaviour and think about how best to communicate ideas both physically and verbally.
- Reading and Listening to Stories: Drama strategies can be drawn on to deepen the understanding of characters and situations or to explore alternative outcomes. Stories can provide the launch pad for a one-off drama session or several weeks of work.
- Language Learning: Drama is widely used in modern language learning to enable students to develop language skills through role-play. Many drama strategies lend themselves to language learning, such as ten second objects which can be used to reinforce new vocabulary.
- Poetry has much more to offer than just the recitation of lines. Encourage the children to devise their own performances of poems, acting out narratives or bringing poetic images to life through still images, tableaux and soundscapes. Use teacher in role and role-play to deepen and explore issues raised in the poem.

Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and Drama 20S activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

Evaluation Format:

Term Work - Formally Evaluated Work (activities, assignments, unit tests, projects)	100%
Unit tests.....	25%
Weekly Activities/Assignments.....	25%
Projects	25%
Year-end Project.....	25%

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

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

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, 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 / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or 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 in. 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**.

Student Support and Attendance Policy

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

Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

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

**The course outline may be changed due to unforeseen circumstances. **

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____