



Course Outline

ADA3M - Dramatic Arts

Grade 11, University/College Preparation

OVERVIEW

All courses within HDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

Course Description

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Ontario Arts Curriculum for grades 11 and 12 - <https://goo.gl/ieKkO1>

STRANDS	OVERALL EXPECTATIONS
Creating and Presenting	❑ The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works; ❑ 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; ❑ 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 Analysing	❑ The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works; ❑ 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;

STRANDS (Continued)	OVERALL EXPECTATIONS
Reflecting, Responding, and Analysing (Continued)	☐ Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities, and demonstrate an understanding of ways in which they can apply this learning in personal, social, and career contexts.
Foundations	☐ 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; ☐ Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies; ☐ Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

LEARNING SKILLS AND WORK HABITS

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| ☐ Responsibility | ☐ Organization | ☐ Self-Regulation |
| ☐ Independent Work | ☐ Collaboration | ☐ Initiative |

Learning skills and work habits are an important part of your growth. Learning Skills and Work Habits will be taught, assessed, evaluated, and shared on your report card. This gives you and your parents/guardians valuable information about your learning.

HOW YOUR GRADES WILL BE DETERMINED:

Your final grade will be calculated by combining your Term (70%) grade and your Final Evaluations (30%):

	DESCRIPTION	CATEGORIES OF KNOWLEDGE AND SKILLS
Term Work	Your work throughout the semester accounts for 70% of your final grade: • Your teacher will collect and track evidence of your learning through observations of your work; conversations with you; and by evaluating the work you produce. • Your teacher will provide feedback to help you with further study and improvement. • Your 70% work will be returned for your review and reflection. • Your learning is assessed and evaluated based on the curriculum expectation in a balanced manner with respect to the four categories of knowledge and skills. The relative importance of each of the categories reflects the emphasis accorded to them in the course curriculum expectations (Growing Success, 17).	Knowledge & Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding) Thinking: The use of critical and creative thinking skills and/or processes Communication: The conveying of meaning through various forms Application: The use of knowledge and skills to make connections within and between various contexts

	DESCRIPTION	GRADING BREAKDOWN
Final Evaluations	The Final Evaluations account for 30% of your final grade: Final Evaluations will challenge you to demonstrate your knowledge and skills related to the overall expectations for the course.	30% Performance Task(s) includes overall curriculum expectations from all strands. A portion of this performance task may be scheduled into the final evaluation block.

For more information please review:

- 1) [Assessment & Evaluation Practices \(Gr. 7-12\) Administrative Procedure](#)
- 2) [Generative AI - Staff and Student Use Guidelines](#)