

Longfields - Davidson Heights Secondary School

Drama, Grade 9

ADA10

Mr. Poon
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Course Description:

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences

Evaluation:

1. The total course work based on overall expectations will be worth 70% and the remaining 30% from the Summative evaluation(s). A variety of assessment tools will be used to assess students' work and performance including but not limited to, performance based tasks, reflections, and research projects.
2. Upon missing a test or presentation, students will be required at the teacher's discretion, either to;
 - a. Complete the test or presentation immediately upon return to school; or
 - b. Make arrangements with the teacher for a make-up;
 - c. Failure to complete it according to the negotiated schedule will result in a mark of zero.
3. If an assignment is late or incomplete, a student will be provided with a second opportunity. Students, who are provided with a second opportunity, shall do so within five school days. If no evidence is forthcoming after five days, a mark of zero will be assigned.
 - a. Note: That a second opportunity is provided to help students deal with exceptional circumstances such as illness or emergencies. If a student frequently misses deadlines, the second submission opportunity may be revoked and an academic improvement plan implemented.

Course Expectations

A. 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.

B. REFLECTING, RESPONDING AND ANALYSING

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.

C. FOUNDATIONS

C1. Concepts and Terminology: demonstrate an understanding of the nature and function 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.

Academic Fraud:

1. Plagiarism is the practice of copying the work of others and submitting it as your own and will not be tolerated in this class.

Plagiarism can include, copying homework/classwork/tests and essays of other students in the class, or copying other sources in your work without referencing them. An example of this would be copying a quote from an essay/video/website or any other source and not making proper notation of where this came from or who said it. Without references, you are taking credit for someone else's work.

2. Plagiarized work provides no evidence of learning.
 - a. Teacher will document and archive the work in question.
 - b. Students may be given behavioural consequences and will be asked to attend a meeting with administration.
 - c. There will be consideration of resubmission on a case by case basis. The teacher and administrator will define the parameters for the recompletion of this task.

Units of Study*

1. Ensemble building
2. Stage Movement/Pantomime/ Tableaux/Mime
3. Voice/Monologue/Choral Speaking
4. Open Scenes
5. Puppetry
6. Theatre History/Theatre and Society
7. Improv

*Not necessarily in this order and subject to potential changes based on the requirements of the school year.

Learning Skills: The separate evaluation and reporting of the learning skills reflects their critical role in students' achievement of the curriculum expectations. Students will be assessed continually on the following learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation.

Resources for Parents and Students: Parent Guide to Assessment, Evaluation and Reporting
https://ocdsb.ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/Secondary/The%20Classroom/Assessment%20and%20Evaluation/Parent%20Guide%20to%20Assessment%20Evaluation%20and%20Reporting_Elementary%209-12.pdf

Attendance Policy:

- You are responsible for catching up on class notes and completing any assignments for which you were absent
- Your parents are required to notify the office when you are absent
- End-of-course evaluations, (e.g. summative or examination) are time-sensitive. Attendance is mandatory for these evaluations. Legitimate absences during summatives and examinations may only be excused with official documentation by the school administration