

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 10 Drama: Open

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: Drama
- Assistant Curriculum Leader: Mrs. Neumann
- Course title: Drama, Grade 10 Open (ADA2O). Credit Value 1.0
- Prerequisites: None

2. Overall Goals

- Course Description:

This course provides opportunities for students to explore dramatic forms, conventions and techniques, using material from a wide range of sources and cultures. 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 creative and collaborative processes and will reflect on their experiences.
- Overall Expectations are in the areas of Creation, Analysis and Foundations. At the end of the course, students will:
 - In Creation:
 - use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
 - use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of global sources;
 - use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.
 - In Analysis:
 - use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;
 - 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;
 - identify knowledge and skills they have acquired through drama activities in ways in which they can apply this learning in personal, social and career contexts.
 - In Foundations:
 - Demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
 - Demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
 - Demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.
- Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr.pdf>

Units: Titles and Time

Unit 1	Groundwork	5 hours
Unit 2	Tableaux Mime and movement	15 hours
Unit 3	Voice and Script Writing	25 hours
Unit 4	Scripted Scene Work and Performance	25 hours
Unit 5	Scene Development through Improvisation	15 hours
Unit 7	Theatre History and Movements	10 hours
Unit 6	Culminating Project: Summative Evaluation	15 hours

Total: 110 hours

3. Program Planning Considerations

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English as a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off of the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.

- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations...
- *Independent Study* refers to the range of instructional methods, which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course the following assessment and evaluation strategies will be used: formal and informal teacher observation; conferencing, checklists and/or attitude scales; self-peer assessment; formal written assignments – (e.g., writing in role/character, reflective writing, theatre critiques); presentation/performance rubrics and /or marking schemes for the formal evaluation of a variety of dramatic forms; anecdotal comments.

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
20%	25%	30%	25%

9. Course Work (70%)

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

This course exposes students to a variety and diversity of experience using a range of forms. Evaluation criteria will be shared with students prior to an activity so that students will be able to focus their learning. The following course work constitutes the type of assignments evaluated in grade 10 Drama. Examples of possible assignments are listed below:

- Movement/Tableaux: Relationship Structure
- Exploration of Space and Character
- Mini scripts (short scenes and extensions through improvisation)
- Monologue scenes
- Writing-in-role/Writing Reflection/Peer Evaluation
- Research to Presentation of Historical/World Theatre (Commedia Dell'Arte, Greek Tragedy, Kabuki, Noh, Balinese Shadow Puppet etc.)
- Scenario writing
- Performed scenes from play (TBA) and analysis
- Critique – one mandatory live theatre production
- Monologue and back-story performance
- Field trip or visiting artist

10. Culminating Activities (30%)

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

Culminating Activity

Using a found story shared from a culture not their own students will write a one page reflection with specific details and bring this and the story to class. Students will create a script leading to a performance including mime, voice, dialogue, monologue and movement. Students will rehearse the created script adding props costume lighting and sound as they workshop their script. They will then perform their scenes and complete a peer and self evaluation.

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% culminating activity mark.

13. Teacher-Specific Information

Any concerns that students may have should be discussed with the teacher after class; if a longer discussion is required a time will be arranged to accommodate both parties. Students can access extra help most mornings prior to class and at lunch. Other times may be negotiated; however, arrangements must be made in advance.

Parent/guardians/caregivers can call the school at 416-393-1860 ext 20036.