

**Forest Hill Collegiate Institute  
Course of Study and Evaluation Statement**

**Grade 11 Drama: University/College Preparation**

**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 11, (ADA3M). Credit Value 1.0
- Prerequisites: Dramatic Arts, Grade 9 or 10, Open
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**2. Overall Goals**

- Course Description:  
This course requires students to create and to perform dramatic presentations. Students will analyze, interpret, and perform works of drama from various cultures; including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyze the functions of playwright, director, actor, producer, designer, technician, and audience.
- Overall Expectations are in the areas of Theory, Creation, and Analysis. By the end of the course, students will:
  - In Theory:
    - \* Describe various approaches to acting;
    - \* Demonstrate an understanding of various aspects of the elements, principles, and techniques of dramatic arts;
    - \* Describe the background and conventions of dramatic forms, sources, and scripts from the turn of the twentieth century.
  - In Creation:
    - \* Interpret a variety of roles/characters, using the techniques of character development;
    - \* Create and present an original or adapted dramatic work;
    - \* Identify strategies for audience involvement and response, and incorporate them in the creation and performance of dramatic presentations;
    - \* Use technology to develop a drama, or to enhance the communicative power of a drama.
  - In Analysis:
    - \* Evaluate each of the steps taken in the process of creating and presenting their dramatic pieces, using appropriate dramatic arts terminology;
    - \* Evaluate dramatic performances presented in the school and the community – two theatre critiques will be required;
    - \* Explain how dramatic arts represent, influence, and contribute to culture and society;
    - \* Explain how the study of dramatic arts can foster self-development and global awareness;
    - \* Analyze the personal, social, and career skills acquired through the study of dramatic arts.

- 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/arts1112curr.pdf>

**Units: Titles and Times**

Unit One	Reviewing Skills: Voice, Movement and Character	Approx. 32.5 hours
Unit Two	Playmaking: character development, role playing, and scene building	Approx. 37.5 hours
Unit Three	Digging Deeper into Script	Approx. 20 hours
Unit Four	Culminating Activity: Summative Evaluation	Approx. 20 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 courses 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 both assessment and evaluation strategies will be used. Formal and informal teacher observation, side-coaching, checklists and /or attitude scales, self-peer assessment are some of the assessment strategies that may be used. Evaluation strategies such as writing in role, character profiles, analytical writing, scene analysis, performance rubrics, marking schemes, as well as anecdotal comments will also be employed.

**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%	20%	30%	30%

**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.
- The grade 11 Drama course involves an in-depth study of several of the conventions, techniques, and skills studied in the introductory drama courses. As well, there is an introduction to several more complex areas in drama, which require an integration of previously learned skills. Students are required to see and to critique one professional or community production and one FHCI production in the semester. Areas which are examined and which make up 70% of the course include the following:

**A) Reviewing Skills:**

**Voice:** The aim in this component is to experiment and to stretch the voice ultimately creating a non-traditional script from a variety of sources, and presenting it with as much vocal nuance and colouring as possible.

**Movement:** This section is an exploration of story through movement culminating in a movement presentation.

**Character:** Individuals will explore character by creating a solo scene.

**B) Playmaking: Character development, role playing and scene building:** A variety of strategies employed through group discussions and negotiations, as well as the improvising and “work-shopping” of ideas will lead to

student written scripts. Students will experience the evolution of a full student-produced drama from initial brainstorming to final presentation. The concept of “Theatre Company” will be stressed in the context of performance. Reflection of both process and product provide opportunities for critical thinking; students will analyze, explain, and justify their thoughts.

**C) Digging Deeper into Script:** This component prepares students to approach working with scripts through a progressive series of activities. Students will be introduced to the preparatory work involved in script analysis, and a polished staging of a script will be evaluated. Students will also be introduced to a representative play from the late 19<sup>th</sup> or early 20<sup>th</sup> century, as well as more contemporary playwrights in their examination of scenes.

#### **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 are 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.
- The culminating activity in grade 11 Drama will build on the skills examined in the previous units and will include both individual and group work. Packages of monologues will be distributed and will act as a springboard for characters and for a script that is written and produced.

#### **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% 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. Other times may be negotiated; however, arrangements must be made in advance.

Parents/guardians/caregivers can ring the school (416-393-1860 ex 20036) and leave a message.