

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 12 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 12, University/College Preparation (ADA4M). Credit Value 1.0
- Prerequisites: Dramatic Arts, Grade 11, University/College Preparation or Open

2. Overall Goals

- Course Description:

This course requires students to produce, design, build, costume, rehearse, perform and run the Forest Hill School Drama Production of a One-Act Play for a school-wide assembly in December. The play is written by students and/or world renown playwrights. This course also requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analyzing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.
- Overall Expectations are in the areas of Theory, Creation, and Analysis. By the end of the course, students will:
 - in Theory:
 - * describe historical and contemporary approaches to acting, directing, and play writing;
 - * describe how the elements, principles, and techniques of dramatic arts can be applied or considered when creating, presenting, or analyzing theatrical works;
 - * describe the origins and characteristics of different dramatic forms from a variety of cultures and periods, including the late twentieth century.
 - in Creation:
 - * create and interpret a variety of characters, using the theories and conventions of specific acting methods, as well as historical and cultural styles;
 - * design, create, and present drama, using an ensemble approach;
 - * script and produce an original dramatic work, using a range of dramatic forms and processes, and demonstrate an understanding of their audience;
 - * use technology appropriately to design, create, and present drama.
 - in Analysis:
 - * evaluate their personal and collective contributions to all aspects of production, using appropriate dramatic arts terminology;
 - * analyze and evaluate theatre presentations, using the terminology of dramatic arts correctly;
 - * analyze the personal, social, and cultural impact of dramatic arts;
 - * identify and research postsecondary options in dramatic arts and in related arts fields.

- 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 1	Drama/Theatre Connections: Acting Workshops to Scene Work	Approx. 15 hours
Unit 2	Play design and Production	Approx. 42 hours
Unit 3	Social/Political Theatre	Approx. 14 hours
Unit 4	Independent Student Project (ISP)	Approx. 20 hours
Unit 5	Culminating Activity	Approx. 18 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, workshops, side-coaching, checklists and/or attitude scales, self-peer assessment, conferencing, are some of the assessment strategies that may be used. Evaluation strategies such as analytical writing, scene analysis, writing-in-role, production analysis, performance rubrics, marking schemes, as well as anecdotal comments will 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
25%	25%	20%	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 12 Drama program engages students in active learning. Students will apply their theory and analysis in theatrical contexts by working as actors, directors, writers, and discerning audience members. The course strives for a balance between the practical and the academic with considerable scope for individual initiative as well as group projects and scene presentations. The following areas are examined:

A) Drama/Theatre Connection: Acting Workshops to Scene Work (20%): Through exercises derived from the work and theories of significant thinkers and practitioners who have either determined the direction in which theatre practice has developed, or shaped the way we have come to think about drama and theatre during the past century – (such as Constantin Stanislavski, Stella Adler, Sanford Meisner, Lee Strasberg, Augusto Boal, etc.) students will develop skills and an understanding of the acting process. Participants will stretch themselves as actors using text and will present both a published monologue from a contemporary play, as well as a scene, at the end of the unit. Students will explore their characters in a variety of ways – through writing and through presentations.

B) Directing (15%):

Students will work in two different modes – as director and as performer. Using the practical experience from the previous unit, students will apply techniques they have learned. A handout detailing the required components in this unit will be distributed and discussed.

C) Social/Political Theatre (10%):

This unit will examine Bertolt Brecht's influence on theatre. The focus will be on the non-realist acting style and presentational theatre which Brecht developed as part of his theory of epic theatre. After examining Brecht's theories, students will develop a scene using Brechtian techniques. A developed scenario or script will be required.

D) Independent Student Project [ISP] (25%): In this unit, the task is two-fold. First, students will independently research and present their findings regarding a significant contributor to modern theatre, and give a speech regarding that individual. A handout will be given to students detailing the requirements of this assignment. Second, students will work independently on a practical project related to theatre that will be presented to the class. All projects must be approved and conferences will be set up. Drafts of written and visual work must be submitted along with a retrospective journal. Some class time will be allotted for the ISP.

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.

The culminating activity in grade 12 Drama will focus on Canadian plays. A handout will be distributed outlining the requirements of this project.

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 ext.20036) and leave a message.