

FOREST HILL C.I.

ADA 20 – GRADE 10 DRAMA
COURSE OUTLINE
PREREQUISITE: NONE



Resources

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Tools for Success/Learning Skills

Responsibility	Understand the difference with online learning and the regular classroom Arrive on time and daily Know what is happening in the Google classroom
Organization	Follow Google Classroom Check emails Daily
Independent Work	Stay on task Avoid disrupting the learning of others Do homework regularly and complete all assigned work Review/study the work often
Collaboration	Be a responsible group member Help your peers succeed by sharing ideas, tutoring and studying together Prepare for work as a team with a focus on fair workload Willingly work with all class members
Initiative	Be active participants in the classroom Ask questions when unsure of the material & seek extra help when needed Ensure that you catch up on missed work Turn on your camera and participate
Self-Regulation	Set goals and make good choices regarding academic success. Use technology responsibly Respect yourself, classmates and teachers

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 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 investigation, communication with the student and his/her parent/guardian, and a mark of zero for 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.

All students can connect to the current course and assignments on our [Google Classroom](#)

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

Diagnostic	Assessment FOR learning determines how learning should proceed at the beginning of a unit.
Formative	Assessment AS learning provides feedback for a student to determine where improvement is needed. An example of this is homework.
Summative	Assessment OF learning evaluates what a student has learned at the conclusion of a unit/course. An example of this is a test or exam.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown.

Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	25%
Thinking	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	25%
Communication through Application	The conveying of meaning through various forms. Use knowledge and skills to make connections within and between various contexts	50%

We are awaiting the decision if final evaluations will be applied (exams or culminating activities) to courses. This breakdown will change if they are required and stay the same if they are not. Update to follow.

100%

Academic Integrity: Missed Classes, Evaluations and Assignments

It is the **responsibility of the student** to notify **all** appropriate parties (teachers, office, coach, etc) **in advance** where appropriate and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the missed evaluation/assignment and course work.

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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 represent 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.

Units of Study

Voice	Understanding the voice and how volume, speed, tone, pitch and other variables shape how we are heard
Dialogue	Working with scripts students will learn the dynamics of interaction in performance
Stage Crafts	Students will learn the importance and experiment with lighting, sound, costumes, sets and props
Theatre History	Students will learn about important Theatre movements from Ancient Greece to Modern Musical Theatre
Exploration of the World	Drama in the world around us.

For a more extensive version of the course outline go to:
<http://schoolweb.tdsb.on.ca/foresthill/Departments/Arts>

Please note that some content can change depending on circumstances during this global pandemic and that all parties involved will be notified of changes as soon as possible. This outline is a guide.

Overall Course Expectations

Specific expectations can be found at the Ministry of Education's Website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

A. Creating and Presenting

- use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama work
- 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.

B. Reflecting, Responding and Analyzing

- 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.

C. 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.