

**Sir John A. Macdonald Collegiate Institute Course Brief – 2020/2021**

<b>Course Name</b>	Dramatic Arts, Grade 11	<b>Grade</b>	11
<b>Course Code</b>	ADA 3M	<b>Credit Value</b>	1.0
<b>Pre-Requisite</b>	ADA 10 <u>or</u> ADA 20	<b>Or Recommended Pre-Requisite</b>	None
<b>Type of Course</b>	University/College		

TEXTBOOKS

None

REPLACEMENT COST (if lost or damaged)

ADDITIONAL RESOURCES/LEARNING MATERIALS

None

REPLACEMENT COST (if lost or damaged)

**Course Description**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

**Curriculum Strands/Categories (this may differ depending on discipline and level)**

**Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking:** The use of critical and creative thinking skills and/or processes

**Communication:** The conveying of meaning through various forms

**Application:** The use of knowledge and skills to make connections within and between various contexts

**Assessment and Evaluation of Student Achievement**

<b>Unit</b>	<b>Unit Title/Description</b>	<b>Evaluation Task</b>	<b>Achievement Chart Focus</b>
Unit 1	“Developing a Community” - Inclusivity	Process, Reflection	Thinking, Communication
Unit 2	“The History of the World” - Movement	Process, Performance, Reflection	Thinking, Communication, Application
Unit 3	“Method to Our Madness” – Theatre Theory	Research Assignment, Presentation, Quiz	K/U, Thinking, Communication
Unit 4	“Act Natural” – Script Work	Process, Performance, Critique, Reflection	Thinking, Communication, Application
Unit 5	“All That’s in the Past” – Theatre History	Research Assignment	K/U, Thinking, Communication
Unit 6	“Strutting and Fretting” – Shakespearean Monologue	Process, Performance, Critique, Reflection	Thinking, Communication, Application
Unit 7	“I Want My MTV” – Music Video	Process, Video, Critique, Reflection	K/U, Thinking, Communication, Application
Unit 8	“This Business We Call Show” – Theatre Careers	Research Assignment, Presentation, Quiz	K/U, Thinking, Communication, Application
Unit 9	“What’s My Line?” – Scriptwriting / Modern Monologue	Process, Presentation, Script	K/U, Thinking, Communication, Application
Unit 10	“Comedy Gold!” – Comedy Theory	Process, Performance, Reflection	Thinking, Communication, Application

Unit 11	“Words to Live By” – Collective Creation with adages	Process, Performance, Critique, Reflection	Thinking, Communication, Application
Unit 12	“Happily Ever After” – Culminating Performance Children’s Theatre	Process, Performance, Script, Reflection	K/U, Thinking, Communication, Application

### Levels of Achievement

For Grades 9 to 12, a student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Weighting by Strands/Categories			
Knowledge and Understanding	15%	Communication	15%
Thinking	15%	Application	25%

**Assessment and Evaluation Strategies:** the following is a list of potential A/E strategies used within the course; the list is not be exhaustive and is subject to change

- |                          |                   |                 |
|--------------------------|-------------------|-----------------|
| → Performance Evaluation | → Writing in Role | → Quizzes/Tests |
| → Cooperative Learning   | → Presentations   | → Journaling    |
| → Peer Assessment        | → Hot Seating     | → Play Reviews  |

### CALCULATION OF FINAL MARK

- 70% for evaluations conducted throughout the course
- 30% for a Culminating Activity – the C/A will occur in the final 6 weeks of the course

***\*This course outline is subject to change at the discretion of the teacher.\****