

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

<b>Course Name</b>	Dramatic Arts, Grade 12	<b>Grade</b>	12
<b>Course Code</b>	ADA 4M	<b>Credit Value</b>	1.0
<b>Pre-Requisite</b>	ADA 3M	<b>Or Recommended Pre-Requisite</b>	None
<b>Type of Course</b>	University/College		

TEXTBOOKS

REPLACEMENT COST (if lost or damaged)

None

ADDITIONAL RESOURCES/LEARNING MATERIALS

REPLACEMENT COST (if lost or damaged)

None

**Course Description**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**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	Where are you now: short monologue	Process, Performance, Reflection, Character Bio	Thinking, Communication, Application
Unit 2	Learning to Speak: Dialect Study	Process, Performance, Phonetics Research, Dialect Analysis	K/U, Thinking, Communication, Application
Unit 3	Remembrance Day: Introduction to Collective Creation	Process, Performance, Critique, Reflection	Thinking, Communication, Application
Unit 4	CanCon: Introduction to Canadian theatre	Performance, Research, Presentation, Reflection	K/U, Thinking, Communication, Application
Unit 5	Stand and Deliver: Mid year performance evaluation	Performance, Critique, Reflection	Thinking, Communication, Application
Unit 6	Drama through the Ages: Theatre History	Process, Research Assignment, Presentation, Test	K/U, Thinking, Communication, Application
Unit 7	Long Script	Process, Performance, Reflection	Thinking, Communication, Application

Unit 8	Act (Un)Natural: Performance theory	Process, Performance, Critique, Reflection	Thinking, Communication, Application
Unit 9	Culminating Performance: Collective Creation	Process, Performance, Critique, Reflection, Script	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

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|--------------------------|-------------------|-----------------|
| → 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.\****