

Dramatic Arts, ADA 201/4/5 (Grade 10 Open, English, Extended & Immersion)

Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010.*

Credit Value: 1 **Prerequisite:** None

Course Description

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing 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 the creative and collaborative processes and will reflect on their experiences.

CURRICULUM STRANDS & OVERALL EXPECTATIONS

**For specific expectations see The Ontario Curriculum, Grades 9 and 10, The Arts, Revised 2010.*

CREATING AND PRESENTING

- A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
- A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
- A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

REFLECTING, RESPONDING, AND ANALYSING

- B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;
- B2. Drama and Society: 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;
- B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

FOUNDATIONS

- C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
- C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
- C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

ASSESSMENT AND EVALUATION

The Achievement Chart for Drama in *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010* and *Growing Success 2010* policy documents will guide evaluation and assessment.

THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is above the provincial standard.
3	70-79%	A high level of achievement. Achievement is at the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
1	50-59%	A passable level of achievement. Achievement is below the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

The Provincial Report Card report card focuses on 2 aspects of student achievement:

1. The achievement of curriculum expectations (represented by a percent grade)

70% Course Evaluation (based on the following % breakdown):

- Knowledge and Understanding 20%
- Thinking and Inquiry 20%
- Communication 30%
- Application 30%

30% Final Evaluation (based on the above % breakdown):

- Play Review*
- Final performance

**A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.

2. The development of 6 Learning Skills

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Demonstrating skills physically and orally in group exercises is a specific expectation of the Dramatic Arts curriculum; therefore students will be evaluated on their participation in class.
- ❖ Students absent from a group performance will receive a mark of 0 unless a parental or doctors note is received. The group will still be expected to perform if a group member is absent, and will not be penalized for the missing member.

Dramatic Arts, ADA 3M1 (Grade 11 University/College)
Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010.*
Credit Value: 1 **Prerequisite:** ADA101, or ADA201

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 & OVERALL EXPECTATIONS

**For specific expectations see The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010.*

CREATING AND PRESENTING

1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

REFLECTING, RESPONDING, AND ANALYSING

1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works;
2. Drama and Society: 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;
3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities, and demonstrate an understanding of ways in which they can apply this learning in personal, social, and career contexts

FOUNDATIONS

1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

ASSESSMENT AND EVALUATION

The Achievement Chart for Drama in *The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010* and *Growing Success 2010* policy documents will guide evaluation and assessment.

THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

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1. The achievement of curriculum expectations (represented by a percent grade)

70% Course Evaluation (based on the following % breakdown):

- Knowledge and Understanding 25%
- Thinking and Inquiry 25%
- Communication 25%
- Application 25%

30% Final Evaluation (based on the above % breakdown):

- Essay*
- Final performance

**A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.

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Dramatic Arts, ADA 4M1 (Grade 11 University/College)

Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010.*
Credit Value: 1 **Prerequisite:** ADA3M

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 & OVERALL EXPECTATIONS

**For specific expectations see The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010.*

CREATING AND PRESENTING

1. **The Creative Process:** use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
2. **Elements and Conventions:** use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
3. **Presentation Techniques and Technologies:** use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

REFLECTING, RESPONDING, AND ANALYSING

1. **The Critical Analysis Process:** use the critical analysis process to reflect on and evaluate their own and others' drama works;
2. **Drama and Society:** 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;
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FOUNDATIONS

1. **Concepts and Terminology:** demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
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