

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Fine Arts Department

Evaluation Policy for Drama



Course Code: **ADA20**

Level: **Grade 10, Open**

Credit Value: **1.0**

Room Number: **22**

Department Head: **Mrs Gervais**

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.

Overall Expectations:

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.

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.

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.

Course Outline / Units of Study:

1. Elements of Drama
2. Getting into Character
3. Issues in Society
4. Scene Study
5. The Play
6. Culminating Project

All of the units will incorporate the use of dramatic elements developed in ADA10: Improvisation, Movement, Tableaux, Dialogue, Monologue and Pantomime. The focus for ADA20 is to develop empathy towards individuals, groups and experiences in our local and global community.

Unit Overviews

Unit 1: Classroom Dynamics

Unit Description

Students engage in activities that establish the drama learning environment. Activities focus on subject-specific vocabulary and concepts, using space, collaboration, listening and responding, reflection and discussion. Students review basic elements of tableau, role play and other drama forms and techniques as appropriate for the group. The focus during this unit will be on movement and vocal work. This unit may also make use of poetry from a variety of themes as source material for the dramatic work.

Unit 2: Issues in Society

Unit Description

This unit will focus on the exploration of the pressures, and societal expectations that revolve around social and cultural experiences. The unit will be structured around dialogue from a variety of sources, including 'Two for the Show', 'Scenes from Canadian Plays' and student written material inspired from stories in the media.

Unit 3: Satire and Parody

Unit Description

Students will explore the use of satire and parody as a tool to question and expose the myriad of messages and ideas in today's complex society. Students will draw from ideas in the media interpret and create their own satire and parody scenes.

Unit 4: Scene Study

Unit Description

In this ISU unit students will read a variety of small plays and prepare a short scene of their choice. In addition to acting out a scene with a self-appointed partner, students will outline the social context of the scene in a verbal presentation and write personal reflection to the scene.

Unit 5: The Play

Unit Description

With the direction of the teacher, the class will select a play and perform in front of an invited audience. Students will explore the production process, including: set design, directing, costume design, technical production.

Final Exam

Unit Description

This is an evaluation unit, which will be worth 30% of the final mark. In groups, students will research and then present a docudrama based on the issue of discrimination or oppression. Students will choose a period in history during which discrimination and oppression were prevalent (including the contemporary period) and create a short collective creation based on their research.

Evaluation Structure:

Knowledge/Understanding	17.5%
Thinking/Inquiry	17.5%
Communication	17.5%
Application	17.5%

The above is reflected both in the term work and the summative culminating activities (worth 70% of the final mark). The culminating activity is a 30% project.

Resources:**Textbook:**

Various sources

Policy Document:

The Ontario Curriculum Grades 9 & 10
The Arts - 2012

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding <ul style="list-style-type: none"> ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships 	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
Communication <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication 				
Application <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections 				

Learning Skills:

Students are expected to reflect the following skills throughout the course:

Responsibility:	Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
Organization:	Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
Independent Work:	Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
Collaboration:	Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
Initiative:	Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
Self-Regulation:	Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to ADA20

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in **ADA20**.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____