**Dramatic Arts, Grade 10 (ADA2OI)**

Ms. Perry

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.

**Prerequisite:** None

|  |  |
| --- | --- |
| **Evaluation:**  **Term Work -- 70% of Grade**  Knowledge and Understanding 15%  Thinking and Inquiry 25%  Communication 30%  Creation and Application 30%  **Final Evaluation -- 30% of Grade**  Performance and Collaboration 50%  Exam 20%  Written Reflection 30% | **Classroom Requirements**   * As all activities and projects are done in a group, participation is of the utmost importance to the success of the class. Please do not schedule appointments during class time. * In order to have a successful class, each student must bring energy, enthusiasm, and a willingness to participate. |

**Final Evaluation:**

Preparation for final performances begins during the last month of classes. It will demonstrate a student’s ability to apply techniques explored during the semester, as well as their ability to take responsibility as a group member. The final writing piece is a reflection on the student’s own experiences and learning throughout the semester.

**Units of Study:**

|  |  |
| --- | --- |
| Unit 1 | Classroom Dynamics: Getting to know each other, review of techniques, and vocabulary. |
| Unit 2 | Extending techniques: Putting together a presentation |
| Unit 3 | Interpreting the Text: Dramatic Forms and developing character |
| Unit 4 | Other Shoes: Improvisation and roleplay, communicating authentic roles, and staging. |
| Unit 5 | Final Presentations: Issue based Social Drama. |

**Contact Information:**

**Please feel free to contact me regarding the course or your child’s progress!**

[**mina\_perry@bwdsb.on.ca**](mailto:mina_perry@bwdsb.on.ca)

**Website:** [**msmperry**](http://www.ghss.bwdsb.on.ca/~mina_saunders/)**.weebly.com**

**Provincial Guide for Grading**

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

## Learning Skills:

The following 6 learning skills will be assessed and assigned a letter grade: Responsibility, Independent Work, Organization, Collaboration, Self-regulation and Initiative. The possible grades assigned are: E (excellent), G (good), S (satisfactory), and N (needs improvement).

**Assessment and Evaluation:**

* Assessment: the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations
* Evaluation: the process of judging the quality of a student’s work on the basis of established achievement criteria, and assigning a value to represent that quality

**Late Assignment Policy:**

Late and missed assignments for evaluation in Grades 9-12 may be reflected in the student’s grade calculation and will also be noted on the report card as part of the evaluation of a student’s development of the learning skills and work habits.

For major assignments, teachers may*,* after considering various factors and using their professional judgment, impose mark deductions of no greater than 5%/school day up to five (5) school days. After five days and following attempts to support the student, the teacher, using professional judgment, maydeduct up to and including the full value of the assignment, i.e., zero (0).

In each course/subject/program, prior to each major assignment, teachers will communicate to students the expectations and timelines for that major assignment.

**Cheating and Plagiarism**

**Cheating** is defined as “acting dishonestly or unfairly in order to gain an advantage; gaining an advantage over or depriving of something by using unfair or deceitful methods; defrauding.” (http://.oxforddictionaries.com).

**Plagiarism** is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (“Growing Success”, p. 151*)*

**Consequences**

Consequenceswill reflect a continuum of responses, and may escalate based on the following factors: the grade level of the student and course type; the maturity of the student; the number or frequency of incidents; the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgment. In consultation with the school administration, teachers will determine the appropriate consequences. The final decision resides with the school principal.

Specific actions will be taken as follows, depending upon the severity of the incident:

* the teacher will discuss the individual situation with the student;
* the principal will be informed as appropriate;
* the teacher and principal will discuss the individual situation with the student and parent(s)/guardian(s) as appropriate.

Consequences may include the following:

* redoing part or all of the assignment;
* completing an alternate assignment;
* mark deduction;
* suspension.

**The Credit System:**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by the principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the Ministry. For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in the planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work related to the achievement of the learning expectations in the course.

**Attendance:**

Regular attendance at school is critical for the student’s learning and achievement of course expectations. Where, in the principal’s judgment, a student’s frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences for the absences, including failure to gain credits, and discuss the steps that could be taken to improve attendance.

**Information regarding the *Dramatic Arts* curriculum:**

**Information regarding this course:** **http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf**

**Information regarding assessment and learning skills: http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf**