

Mayerthorpe Jr. /Sr. High School
COURSE OUTLINE
February 2020

Drama 10/20/30

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COURSE DESCRIPTION

Drama is both an art form and a means of communication. It helps develop the whole person- emotionally, physically, intellectually and socially. It can give form and meaning to our experiences.

Drama is something that can be FUN, CHALLENGING, EDUCATIONAL and COOPERATIVE!!!~~~

Drama is a great way to learn to deal with everyday situations like public speaking, creating with others and dealing with emotions. You will be expected to participate in every class, whether that is in the form of writing, discussing, preparing, performing or observing. You will also be expected to encourage the work of others in your class.

General Objectives

Drama creates an environment in which students will:

- Develop the ability to respect and accept others
- Learn to control and express emotions
- Develop the ability to offer and accept constructive criticism
- Develop the ability to be an effective audience member
- Develop recognition of and respect for excellence in drama and theatre
- Develop a positive self-image, self-discipline and self confidence
- Think imaginatively and creatively
- Develop a sense of responsibility and commitment

COURSE TOPICS/UNITS		DATES/TIMELINE
1.	Trust and Awareness	1 week
2.	Tableau	1-2 weeks
3.	Voice	3 weeks
4.	Mime & Physical Comedy/Acting	2-3 weeks
5.	Improvisation/Acting	3-4 weeks/Throughout
6.	Technical/Theatre Studies	4 weeks
7.	Performance	Throughout

COURSE EVALUATION

All marks are cumulative. They will be broken down into the following categories.

COURSE WORK

Daily work, Rehearsals	50%
Written Work	20%
Performance	30%

Course content includes: Creative Movement, Tableaux, Mime, Role-Playing, Monologues, Story-Telling, Spontaneous/Planned Improv, Scripted Work, Group Drama, Theatre Studies and Performance.

Drama 20 Students will also study Script Writing.

Drama 30 students will also study Directing.

Assessment strategies will include some or all of the following: performances, projects (both individual and group), self/peer evaluation, and any other strategy that seems pertinent. Participation will be assessed during small group and class rehearsals as well as during performances.

Late Assignments

If students know beforehand of absences or other reasons for late assignments, it is the students' responsibility to bring this to my attention and make the required arrangements.

STUDENT ASSESSMENT:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. Assessment of Learning (Summative Assessment) is the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning.

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement.

Credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on Public Performances.

GRADE DETERMINATION:

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and public performance. This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

APPEALS PROCESS

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment; the teacher will not have prior knowledge of the student's name or the previous grade for the given assignment. If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Class Expectations

RESPECT!!!!

- No comments that are humiliating or disrespectful will be tolerated
- Everyone has a right to learn and participate and no one will impede that
- Group work is necessary – Each student will work willingly and pleasantly with any/all individuals
- Each student will share in the responsibility of group work

Come Prepared!!!

- You will not bring anything into the classroom unless instructed to do so
- Footwear will be removed at the door
- Wear comfortable clothes
- Always bring enthusiasm and an open mind
- NO GUM
- **Cell phones are NOT ALLOWED in the classroom during CLASS TIME.**

Public Performance

It is expected that ALL students in Drama 10/20/30 will participate in a public performance. This year, we will have at least two performances. The date and show will be finalized at a later date.

It is a requirement that all Drama 10/20/30 students be involved in a production. As Drama is a performance course, refusal to participate in these activities may result in a failing grade.

Senior Drama

I have read and understand what is required for Drama 10/ 20/30.

Student signature: _____