

CLARKSON SECONDARY SCHOOL

Course Code: ADA100

Course Name: Grade 9 Drama

Prerequisite: None

Student Requirements:

- Drama is a collaborative and participatory course; therefore, regular attendance is critical, as is the willingness to work and problem solve collaboratively.
- Consistent involvement plus creative and personal risk taking are essential for the acquisition and mastery of drama skills and curriculum expectations.
- Students are expected to wear comfortable clothing for mobility. Furthermore, clothing should never cause the wearer, or others, embarrassment or distraction.
- Students must ensure they arrive on time for class and always bring a pen, pencil and notebook

Course Description

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Overall Course Expectations

A. Creating and Presenting

By the end of this course, students will:

- use **the creative process** and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
- use the **elements and conventions** of drama effectively in creative individual and ensemble drama works, including works based on a variety of sources;
- use a variety of **presentation techniques** and **technological tools** to enhance the impact of drama works and communicate for specific audiences and purposes

B. Reflecting, Responding and Analyzing

By the end of this course, students will:

- use the **critical analysis process** to reflect on and evaluate their own and others' drama works and activities;
- 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;
- 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;

C. Foundations

By the end of this course, students will:

- demonstrate an understanding of the nature and functions of drama **forms, elements, conventions, and techniques**, including the correct **terminology** for the various components;
- demonstrate an understanding of the **origins** and development of drama and theatre arts and their **influence** on past and present societies;
- demonstrate an understanding of **safe, ethical, and responsible** personal and interpersonal **practices** in drama activities.

ASSESSMENT BREAKDOWN INCLUDING CATEGORIES AND WEIGHTINGS:

70% of the final grade is based on tasks completed throughout the term. 30% of the final grade is based on the culminating tasks, typically towards the end of the course. The following breakdown of types and weightings per assessment category are listed below:

Assessment Breakdown

Category	Summative Types	% allotments
Knowledge and Understanding	Tests, journals, portfolios, peer evaluations	10%
Thinking	Research, notes, analysis	10%
Application	Report and scriptwriting, performances, demonstrations	40%
Communication	Performances, interviews, simulations, seminars	40%

Unit	Unit Breakdown	Assessments
1. Laying the Groundwork	<ul style="list-style-type: none"> ➤ Community building ➤ Establishing Trust ➤ Theatre Orientation 	<ul style="list-style-type: none"> • Leadership Exercise • Reflection / Journal Work
2. Non-Verbal Communication	<ul style="list-style-type: none"> ➤ Mirroring ➤ Tableaux ➤ Movement ➤ Mime 	<ul style="list-style-type: none"> • Research • Performance • Peer & Self-Assessment
3. Sound & Voice	<ul style="list-style-type: none"> ➤ Rhythm & Sound Layering ➤ Soundscape / Sound Environment ➤ Jazz Chants 	<ul style="list-style-type: none"> • Research • Scriptwriting • Performance • Journal Work
4. Putting it all Together	<ul style="list-style-type: none"> ➤ Choral Speaking / Choral Dramatization ➤ Readers' Theatre ➤ Story Theatre ➤ Careers in the Arts (research presentation) 	<ul style="list-style-type: none"> • Research • Journal Work • Scriptwriting • Performance
5. Culminating Task / Final Evaluation	<ul style="list-style-type: none"> ➤ The Clock and the Calendar ➤ Group Anthology (groups research, write, rehearse, and present issue-based theatre) 	<ul style="list-style-type: none"> • Research Folder & Process Journal • Scripts (rough draft and final script) • Effective Participation + Peer Process Evaluation • Performance

LEARNING SKILLS:

Learning Skills will be reported on the student's report card. The following chart indicates the skills and look fors for each student.

WORKS INDEPENDENTLY	TEAMWORK	ORGANIZATION	WORK HABITS/HOMEWORK	INITIATIVE	SELF-REGULATION
<p>The student:</p> <ul style="list-style-type: none"> ▪ accomplishes tasks independently ▪ accepts responsibility for accomplishing tasks ▪ follows instructions ▪ regularly completes assignments on time and with care ▪ uses time effectively 	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others 	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research 	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort ▪ applies effective study practices 	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed 	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges

Additional Information:

Excellent attendance and conscientious participation are paramount to success in drama. It is VERY difficult to make up missed assignments. If a student misses a practical assignment (e.g. performance) due to an illness s/he must present a note from his/her parent / guardian ON THE DAY OF RETURN. Students are responsible for making up all missed assignments with the course instructor. Students will receive a mark of ZERO on an evaluated activity when they are truant or purposefully avoid the evaluation.

If you know you will be away on the day of a scheduled presentation (for any reason) If you cannot avoid missing an evaluation, you MUST contact a group member AND leave a message for your teacher. If you fail to do so, your group will perform without you, and you will be responsible for arranging a make-up assignment with your teacher.

The number is: **905-822-6700 voice mail box** _____

Parent/Guardian Signature

Print Student Name

Student Signature

Date

Clarkson S.S. Assessment & Evaluation Policy

CHEATING:

Students are expected to demonstrate **HONESTY** and integrity and submit assessments that are reflective of their own work. Cheating is defined as completing an assessment in a dishonest way through improper access to the answers. Examples include, but are not limited to; using another student's work as your own, using an unauthorized reference sheet during an assessment, receiving / sending an electronic message to another student with test questions / answers, etc.

In order to ensure that all assessments are free from cheating,

Students will:

- review school policy with regards to academic honesty
- submit their own work for evaluation to show evidence of skill and knowledge
- use only teacher approved materials during an evaluation
- demonstrate the qualities of good character and good intention (honesty, caring, respectful, responsibility,) when preparing evidence of their learning.

If a student cheats on an assessment,

Students may be:

- required to complete an alternate evaluation under direct supervision in a timely manner
- required to write a reflective piece which demonstrates an understanding of the character attribute of honesty.
- assigned a mark deduction
- referred to a vice-principal
- assigned a zero.

PLAGIARISM:

Students are expected to demonstrate **HONESTY** and use proper citations and referencing when completing assessments. Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to; copying another's project (portions or whole) and paraphrasing parts of a book or article without reference or citation.

In order to ensure that all assessments are free from plagiarism,

Students will:

- Be required to complete a workshop in correct documentation
- produce their own work
- give credit through appropriate citations and referencing when quoting or paraphrasing the work of others
- be diligent in maintaining and protecting their own work
- seek clarification or assistance from teachers or other available resources

If an assessment is plagiarized,

Students may be:

- required to rewrite or resubmit all or parts of the assignment
- referred for remedial lessons on proper citation and references
- required to do a reflection on the character attribute of honesty
- referred to a vice-principal
- required to sign a contract with the administration and teacher about commitment to academic honesty

- assigned a zero.

LATE ASSIGNMENTS – assignments submitted after the due date and before the absolute deadline.

Students are expected to demonstrate **RESPONSIBILITY** and submit all assessments by the established due date. Students are responsible for providing evidence of their achievement of the overall course expectations within the time frame specified by the teacher and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

In order to ensure that all evaluations are submitted by the established due date,

Students will:

- record due dates in personal organizers
- consider other commitments including co-curricular activities in planning assignment completion
- negotiate alternate due date well before due date, not last minute (a minimum of 24 hours in advance or at teachers discretion)
- find out what they missed during absences
- use school support systems (i.e. special education, counselors, extra help, ...)

If an evaluation is submitted **after** the due date

Students :

- must notify the teacher and explain why the assignment was not submitted on the due date – in grades 9 & 10 a note from a parent/guardian may be required
- marks may be deducted for late assignments
- may be required to complete the assignment with supervision
- may be referred to a school based support team or a vice-principal
- may be placed on a contract for assignment completion

MISSED ASSIGNMENTS – assignments either not submitted or submitted after the absolute deadline

Excerpt from Policy 14.

In order to ensure that all evaluations are submitted,

Students will:

- be responsible for meeting and knowing absolute deadlines for missed assignments
- use personal organizers to manage time and meet deadlines
- be responsible for maintaining on- going communication with their teacher
- take responsibility for missed work during all absences

If an evaluation is submitted **after** the **absolute** deadline,

Students:

- must notify the teacher and explain why the assignment was not submitted
- students may be asked to provide a note from a parent/guardian
- may be required to complete the assignment or an alternate assignment under supervision
- may be referred to a school based support team or a vice-principal
- may be placed on a contract for assignment completion
- may be involved in an action plan to complete the required assignment within a given time frame
- may be assigned a zero.

Course Code

Course Name

Date

Parent/Guardian Signature

Print Student Name

Student Signature