

Mississauga Secondary School: Course Overview



Department: The Arts

Subject Area: Drama

Course: ADA4M0, Grade 12 College/University

The organization and evaluation practices of this course have been designed to conform to the requirements of [Ontario Ministry of Education policies \(Growing Success Document\)](#).

Course Description:	Course Themes and Learning Goals
<p>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.</p> <p>Prerequisite: Drama, Grade 11, College/University/ Preparation</p>	<p>Theme 1</p> <p>Our Community: Local, National, and Global Perspectives</p>
	<p>Theme 2</p> <p>Puppetry & Puppet Masters: Plight in an Adolescent's World</p>
	<p>Theme 3</p> <p>The Dramatist's World</p>
	<p>Summative Assessment ► TBA</p>

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS (Growing Success Policy 2010 and Peel Policy 14)

Overarching Learning Goals Ministry Course Overall Expectations	Achievement Chart Category	EVIDENCE OF LEARNING OBSERVATIONS; CONVERSATIONS; PRODUCTS																				
<p>Creating and Presenting (A)</p> <p>A1) Evaluate the Creative Process: Use the creative process in a variety of sources and forms, both individually and collaboratively, to design and develop drama works;</p> <p>(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 global sources;</p> <p>(A3) Presentations, 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.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Knowledge of content (e.g., facts, terms, definitions) and understanding of content (e.g., concepts, ideas, theories, procedures, processes) 	<ul style="list-style-type: none"> ✓ Codes & Conventions ✓ Script Analysis ✓ Character Analysis ✓ Theatre History ✓ Tests 																				
<p>Reflecting, Responding and Analysing (B)</p> <p>(B1) The Critical Analysis Process: Use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;</p> <p>(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;</p> <p>(B3) Connections Beyond the Classroom: Identify knowledge and skills they have acquired through drama activities in ways in which they can apply this learning and personal, social and career context.</p>	<p>Thinking</p> <ul style="list-style-type: none"> Use of planning skills(e.g., focusing research, gathering information,) Use of processing skill (e.g., analysing, generating, integrating, synthesizing) Use of critical/creative thinking processes (e.g., inquiry process, problem-solving) 	<ul style="list-style-type: none"> ✓ Reflection ✓ Verbal Critique (workshops, discussions, debates) ✓ Written Critique ✓ Collaborative Inquiry ✓ Homework ✓ Conferences ✓ Portfolios ✓ Reviews 																				
<p>Foundations (C)</p> <p>(C1) Concepts and Terminology: Demonstrate the understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;</p> <p>(C2) Contexts and Influences: Demonstrate and understanding of the origins of drama and theatre arts and their influence on past and present societies;</p> <p>(C3) Responsible Practices: Demonstrate an understanding of safe, ethical, responsible personal and interpersonal practices in drama activities.</p>	<p>Communication</p> <ul style="list-style-type: none"> Expression and organization of ideas and information (e.g., clear expression) Communication for different audiences and purposes in oral, written, and visual forms Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms 	<ul style="list-style-type: none"> ✓ Characterization ✓ Willing Suspension of Disbelief ✓ Acting ✓ Artistic Expression 																				
<p>Application</p> <ul style="list-style-type: none"> Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts Making connections within and between various contexts 	<ul style="list-style-type: none"> ✓ Performance ✓ Teacher in Role ✓ Role-play ✓ Tableaux ✓ Monologue ✓ Writing in Role ✓ Play Reviews ✓ Ritual ✓ Choral Speaking & Chanting ✓ Play Reviews ✓ Plays ✓ Skits ✓ Minimal Script ✓ Mimedrama 																					
<p>Course Weighting</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Term</td> <td style="width: 20%;">70%</td> <td style="width: 30%;">Final Summative</td> <td style="width: 20%;">30%</td> </tr> <tr> <td>Knowledge</td> <td>17.5</td> <td></td> <td></td> </tr> <tr> <td>Thinking</td> <td>17.5</td> <td></td> <td></td> </tr> <tr> <td>Communication</td> <td>17.5</td> <td></td> <td></td> </tr> <tr> <td>Application</td> <td>17.5</td> <td></td> <td></td> </tr> </table>	Term	70%	Final Summative	30%	Knowledge	17.5			Thinking	17.5			Communication	17.5			Application	17.5				
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Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Assessment for learning

(e.g., diagnostics for next steps)

Assessment as learning

(e.g., self and peer assessment – students are taking part in the learning process)

Assessment of learning

(e.g., evidence of knowledge learned/
mark reporting/ unit summative)

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined in the student agenda

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outlined in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: _____

Parent Signature: _____