

Gr 9 Drama – Course Outline

Welcome to Drama!

This course is designed to be fun, creative, and engaging. We are actively learning through a wide variety of activities with the goal of developing dramatic skills.

I am always available to talk to, please don't hesitate to find me or email me if you have questions or concerns.

- Mrs. Obach, kobach@isd21.mb.ca

Goals of Drama

- *Develop expressive skills and creativity through drama.*
- *Create a safe, caring, and supportive environment so all students are comfortable exploring and experimenting with drama.*
- Explore and execute performances in a variety of drama forms
- Generate, develop and communicate ideas in creating drama individually and collaboratively
- Analyze, reflect and construct meaning in response to dramatic work
- Develop an understanding of how drama relates to history, society, culture and identity

Main themes to be explored in Drama

- Self-awareness
- Confidence
- Building community
- Movement
- Sounds and music
- Developing the voice
- Staging
- Improvisation
- Characterization
- Props
- Storytelling
- Pantomime
- Creating stories and scripts
- Analysis and evaluation

Expectations

- *Respect all people and things*
- *Keep an open mind*
- *Engage, participate, be brave!*

Marking

Drama/Theatre Language, Form, Elements and Technique – 35%

- Knowledge and understanding of drama terms and forms
- Performance technique in a variety of drama forms

Valuing the Drama/Theatre Experience – 30%

- Engagement in the dramatic process
- Reflection, response and evaluation of performance and process

Creative Expression in Drama/Theatre – 25%

- Creative improvisation
- Script interpretation and creative writing

Understanding Drama/Theatre in Context – 10%

- Research and exploration of drama in history and society

SCI Assessment Policy:

- Grades will be based only on the demonstration of an individual student's knowledge and skills of the outcomes for each course:
 - Only items marked by the teacher will determine a student's grade
 - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an "IN" (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assessment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.