

Creative Arts Cluster - Drama Course Overview

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Overview

In this cluster of your Creative Arts course (1 of 4 clusters), we will focus on the highlights of the 4 main components to dramatic arts curriculum: Making, Creating, Connecting, and Responding. This is a short cluster course where we will have a 4–5-week period of time together. Each cluster within your course is worth 25% of your overall grade.

Drama is a collaborative and supportive space where everyone is encouraged to participate, take creative risks, and step outside their comfort zones. Students will practice being vulnerable, sharing ideas and opinions, and learning from one another. Respect for all perspectives and a safe classroom environment are essential. Active participation, positive collaboration, and a willingness to try are key to success in this course.

Assessment

Assignments will be broken into 2 categories: Active Participation: 15% and Written Assignments: 10% to make up Drama's 25% of your overall grade.

*It is important to note that as marks are put in there may be very minimal then very drastic changes throughout different stages of the semester, as each teacher will be assessing 25% of that total grade.

Please monitor your marks and ask questions as needed. *

Active Participation will consider attendance (no you can not skip this entire cluster and still receive your credit at the end of semester). We will complete activities such as murder mysteries, improv acting, readers theater, visual interpretations and more.

Written assignments may include notes, written reflections or observations, quizzes, tests, and more.

Assignment Policy

Deadlines

- Assignment deadlines will be announced at the time they are issued.
- All assignments must be submitted by the stated deadline at the beginning of class.

Late Submissions

- Assignments not submitted at the designated time will receive a grade of zero and marked as incomplete. This zero is there as a placeholder until a late assignment is submitted and will be removed and marked with a grade or as 'completed' upon submission.
- A secondary submission date may be granted with prior approval from the teacher.

Work should be submitted in a timely manner by the end of the unit, if you are going to miss a deadline, please speak with the teacher as soon as possible to arrange an alternate date. If the work is submitted significantly after the deadline the zero will be removed, however the teacher may leave the mark as exempted based on when in the semester the work is submitted.

I am aware life happens. Please be respectful and responsible for your work and be aware of deadlines.
Stay accountable!

All work must be your own or be properly cited when making use of someone else's work. While using someone else's work or using an AI to assist with your work, or do it for you, may sound like a good plan, it is plagiarism and is considered academic misconduct. **Complete all your work with high academic integrity.**

Classroom Expectations:

RESPECT – Students will demonstrate respect to themselves, their peers, and our learning environment.

KINDNESS – Students will act with kindness and understanding as they work independently and alongside others in partners or group settings throughout activities in this course.

SAFETY AND CARE – People can not learn or be successful in environments they do not feel safe in. Students will use tools and materials as well as their words and general behaviours in a safe manner. They will help care for our learning environment.

INTEGRITY – The quality of being honest and having strong moral principles. If something is not right, do not do it, if something is right, do it. Integrity is a strong virtue that builds strong character and growth.

GROWTH MINDSET – Our classroom is a place for learning. Learning does not happen without failure. When all these classroom expectations are maintained, it allows our minds to look forward and focus on growth, not failure.

Classroom Cell Phone Policy

Cell phones are not to be in the classroom. When use of technology is required, we will access tablets or laptops. **Phones should be left in your lockers!**

1st offense is a verbal warning.

2nd offense verbal warning with a notification sent home to a parent or guardian.

3rd offense phone is confiscated and sent to the office to be picked up at the end of the day.

6 Competencies Related to Dramatic Arts:

Critical thinking in the dramatic arts consists of analyzing, synthesizing, interpreting, and evaluating the dramatic arts experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the dramatic work and experience to facilitate interpretation, evaluation, and assessment.
- Learners determine how the elements of the dramatic arts are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the dramatic work or experience while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.
- Learners give and justify their interpretations, preferences, and evaluations of dramatic arts work or experiences in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate the artistic experience or work.

Creativity in dramatic arts is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create an artistic work.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for dramatic arts creations.
- Learners build on the ideas of others to create dramatic art.
- Learners experiment and develop ideas iteratively using dramatic arts language (e.g., elements, forms, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share the artistic work in response to self-reflection or peer feedback.

Citizenship in dramatic arts is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of artworks.

- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in the dramatic arts.
- Learners examine how the dramatic arts influence, comment on, and challenge identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through dramatic arts experiences.
- Learners realize their potential through their artistic contributions.
- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of the dramatic works.

Connection to self in dramatic arts includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising dramatic arts helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through dramatic arts experiences.
- Learners self-regulate, self-evaluate, and reflect on the dramatic arts experience to improve themselves.
- Learners set and pursue artistic goals for their learning in dramatic arts, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which dramatic arts shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.

Collaboration in the dramatic arts is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to dramatic arts.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about dramatic arts experiences.
- Learners understand that drawing on others' ideas can enrich their dramatic arts learning and deepen their thinking.

- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., play, improvisation, etc.) by practising active listening and adjusting their performance to others' performances.
- Learners give and accept feedback on their ideas and those of others.
- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in the dramatic arts.
- Learners engage in the collective purpose or common goal while co-constructing dramatic artworks and experiences with peers.

Communication in dramatic arts is based on interaction with others or with a dance, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use dramatic arts language (e.g., elements, forms, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to the dramatic arts on the development of their identity and relationships.
- Learners determine the artistic intent of a work, taking into account the context and target audience.
- Learners seek to understand the messages in their dramatic arts experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which the dramatic arts can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through dramatic arts language.
- Learners make connections and build relationships through dramatic arts experiences.
- Learners recognize the communicative power of the dramatic arts in building community.