

# *Drama 45S: Dramatic Arts Education*

Credit Value: 0.5

September 2024–January 2025

Alonsa School  
(204) 767-2168  
Semester 1

Course Code: 0239

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Room 8

**Prerequisites – No prerequisites required**

## **Course Description/Overview**

Dramatic arts education draws from a broad field of dramatic arts practices that include skits, vaudeville, improvisation, theatre, musicals, collective theatre, routines, drama, docudrama, process oriented drama, political theatre, dance, carnival, buskers, puppetry, mime, cultural theatre, story theatre, drama across the curriculum, mystery plays, comedy theatre, feminist theatre, theatre of the queer, classical theatre, Asian theatre such as Kabuki, children's theatre, children's film, children's animation, and children's live theatre, television, video, multimedia, performance art, chamber theatre, readers' theatre, circus, scripted theatre, creative dramatics, choral reading, opera, promenade, community theatre, pantomime, reviews, spectacles, ceremony, pageants, rituals, street theatre, and a host of other forms. These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse dramatic arts education contexts. Dramatic arts education is not just about learning the language and practices of the dramatic arts, "It is about addressing who we are as people, embracing difference, encountering numerous cultures, interacting and collaborating with others, and inviting response".

## **Focus and Purpose**

Dramatic arts education develops important disciplinary and cross-curricular competencies for learning and living well together in an interconnected world. Research indicates that well designed dramatic arts education contributes to learning engagement, self-efficacy, and a wide range of positive academic, social, and emotional effects. Dramatic arts education offers learners diverse, unique, and powerful ways of perceiving and making meaning about the world.

## **Drama 45S: Dramatic Arts Education**

Quality dramatic arts education is defined by understandings and beliefs about education informed by current research, theory, and practice. These understandings and beliefs are brought into focus through the lenses of learning, curriculum, learning environment, and assessment.

## **Drama 45S: Dramatic Arts Education Learning Outcomes**

### **The Curriculum Lens**

The curriculum lens highlights essential aspects of quality dramatic arts education that are illuminated through 13 recursive learnings. These learnings are developed, recombined, elaborated, and transformed across varied contexts so that learning becomes more sophisticated, more complex, deeper, and broader with time and new experiences.

Recursive learning is more than repetition, iteration, accumulation, or the notion of a spiral curriculum. The word recursive comes from the Latin verb "recurrere", which means "to run back" or "to return". Through the process of returning and reflecting back on previous learning – "a second looking – transformation, growth, development occur" (Doll).

### **Recursive learnings in the Dramatic Arts Framework**

- focus on why dramatic arts learning is important, what understandings, and meanings dramatic arts language and practices can communicate, what the dramatic arts can reveal about culture and identity, and what purpose and meaning drama/theatre have for individuals and communities
- build on prior dramatic arts learning in a reflective, recursive process so that new possibilities emerge and understandings and relationships grow over time and through experience
- are sufficiently rich and substantive to generate deep conceptual understanding and learning
- afford a diverse and broad range of dramatic arts experiences, participatory approaches, and ways of thinking about, knowing, interpreting, responding to, and representing the dramatic arts

- afford opportunities for transformative learning
- connect to the wider dramatic and other arts communities
- are integrated across essential learning areas to develop concepts and skills with meaning, coherence, depth and competency
- may be assessed and evaluated using the Conceptual Framework for Learning Growth in Dramatic Arts Education (see Appendix)

## **Objectives**

The objective of Grades 9 to 12 Dramatic Arts: Manitoba Curriculum Framework (the Dramatic Arts Framework) is to:

- support, nurture, and inspire the learning growth of all dramatic arts learners
- support the novice and inspire the veteran dramatic arts educator
- provide direction for learning design, assessment, and evaluation
- set out the philosophical and pedagogical foundations for dramatic arts learning
- articulate a palette of possibilities for learning design
- present the four essential learning area of the dramatic arts curriculum
- provide guidelines for dramatic arts education programming and implementation and for course development

## **Overview and Outcomes**

Four “Essential Learning Areas” will be focused on throughout this course as follows:

**Making:** The learner develops language and practices for making drama/theatre

DR-M1 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts.

DR-M2 The learner develops competencies for using elements of drama/theatre in a variety of contexts.

DR-M3 The learner develops competencies for using a range of dramatic forms and styles.

**Creating:** The learner generates, develops, and communicates ideas for creating drama/theatre.

DR-CR1 The learner generates ideas from a variety of sources for creating drama/theatre.

DR-CR2 The learner experiments with, develops, and uses ideas for creating drama/theatre.

DR-CR3 The learner revises, refines, and shares drama/theatre ideas and creative work.

**Connecting:** The learner develops understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures.

DR-C1 The learner develops understandings about people and practices in the dramatic arts.

DR-C2 The learner develops understandings about the influence and impact of the dramatic arts.

DR-C3 The learner develops understandings about the roles, purposes, and meanings of the dramatic arts.

**Responding:** The learner uses critical reflection to inform drama/theatre learning and to develop agency and identity.

DR-R1 The learner generates initial reactions to drama/theatre experiences.

DR-R2 The learner critically observes and describes drama/theatre experiences.

DR-R3 The learner analyzes and interprets drama/theatre experiences.

DR-R4 The learner applies new understandings about drama/theatre to construct identity and to act in transformative ways.

**Student Required Course Materials**

- Notepaper (looseleaf) and binder to keep class work
- Pencils & Pens (Blue/Black and Red)
- Highlighters, Pencil Crayons or Markers
- **USB Memory Stick + Laptop must be brought to EVERY class.**

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class.

Please ensure that your Internet User Agreement has been signed for access to the school internet.

**Classroom Rules and Expectations**

All members of the classroom will:

- \* Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- \* Respect the right of all others to learn in an environment that is free of distractions. Everyone has the right to an education but not the freedom to impede/prevent others from receiving that education.
- \* Use only technology that is allowed in the class (NO personal electronic devices: cell phones, etc. are permitted).
- \* Attend class regularly, on time, and be prepared for all classes.
- \* Be Productive - Complete all work within and for the allotted time.
- \* Ask permission- of others and of the teacher.
- \* Participate to the best of your abilities in course/class activities.

Drama 45S: Dramatic Arts Education Topics, Summaries, and Pacing Schedule (Tentative schedule that is subject to change)	
September	Introduce Course Outline / Introduce Daily Routines and Expectations for Drama Unit 1 Types of Stages Focus: Types of Stages
September	Unit 2 Introduction to Technical Theatre Focus: Theatre Tech Jobs, Theatre Tech Process
October	Unit 3 Costume, Wigs, Hair, Make-up Focus: Requirements for Costume Design, Make-up Design, Hair & Wigs Design
November	Unit 4 Set Design & Construction Focus: Influences, Categories, Theatre Space, Budget, Director's Vision, Genre & Style, Research, Model Box, Technical Director, Safety Codes
November/December	Final Assessment Presentation Work: Cinderella's Ballroom Powerpoint Presentation: Set/Costumes/Sound/Lighting/Make-Up/Hair
January	Presentation of Cinderella's Ballroom

**NOTE:** Students will also be completing assignments that will be worked on throughout the course.

Drama Resources used will be varied materials and from varied sources.

## **Grade Appropriate Outcomes, Activities, and Skills**

In Dramatic Arts Education, students are expected to learn/build upon their knowledge for the following outcomes, activities, and skills. Drama education focuses on oral, written, and visual communication. Upon the completion of this course students are expected to have adequately participated in:

- \* **Group Work:** Discussion encourages students to debate and share ideas, summarize the key points of a story or theme, analyze character behaviour and think about how best to communicate ideas both physically and verbally.
- \* **Reading and Listening to Stories:** Drama strategies can be drawn on to deepen the understanding of characters and situations or to explore alternative outcomes. Stories can provide the launch pad for a one day drama session or several weeks of work.
- \* **Language Learning:** Drama is widely used in modern language learning to enable students to develop language skills through role play. Many drama strategies lend themselves to language learning, such as ten second objects which can be used to reinforce new vocabulary.
- \* **Poetry** has much more to offer than just the recitation of lines. It encourages the children to devise their own performances of poems, acting out narratives or bringing poetic images to life through still images tableaux and soundscapes. Using role play deepens and explores issues raised in the poem.

## **Academic Evaluation and Assessment**

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research, textbook exercises, class discussion, self-reflections, journals, tests, assignments, projects and daily work and drama exercises and activities will be part of the evaluation of this course. Both peer and self-assessment will be used on a number of assignments throughout the course. Rubrics will be used for the summative assessment of this course.

For each task, students will be given a set of evaluation guidelines in order to help you to put forth their best work. It is the student's responsibility to examine the guidelines and assignment criteria in advance to ensure you have the best opportunity to ask any questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so **PLEASE ASK!**

Assessment will be ongoing and will include participation in all daily work and activities, etc.

Assessments are required (either individually or as a group member) to be **PRESENTED** in the assigned class time. There will be **NO EXCEPTIONS**.

Students will **NOT** have the option of presenting outside of class time.

Alternative assignments/evaluations will not be granted or provided to students who do not participate in this course. If the student refuses to participate/perform a mark of 0% will be given.

Usage of class time given for rehearsal will be part of the assessment mark for certain evaluations.

## **Absences and Assessment**

Should you be absent for whatever reason, it is **YOUR RESPONSIBILITY** to check the assigned mailbox slot, take responsibility for all missed work, and take down/get any missed notes, information, etc. Regular attendance is crucial for success in this course.

Should you be absent for an assessment (individual or group member) or daily class work, extensions may be granted at the teacher's discretion only if the student has a valid and legitimate reason(s) only.

Example: Extended illness- verified by a doctor's note. (This includes anxiety disorders, Covid related illness, etc.). The teacher must be notified by the parent(s) along with the expectation of a note covering an extended period of time.

## **Final Grade**

Student learning is ongoing, final grades will reflect the most recent and valid assessment of student learning/achievement for the grading time period. Students will receive Summative Assessments (used to measure a student's understanding with a mark) within the units of study. As per Section 4.3 the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a percentage scale is used to report overall subject grades. The final grade in this course will reflect the cumulative compilation of each of the units.

**Evaluation Format: Course Work 70% + Final Assessment 30% = 100%**

Term Work: Formally Evaluated Work (activities, assignments, tests, unit assessments)  
(September – December) + Final Assessment (January)

### **Incomplete Work/ Late Assignments/Homework Policy/ Performance based Assessments**

\* All hand-in evaluation assignments and projects are due for the BEGINNING of class on the assigned date.

\* Late hand-in evaluation assignments and projects will receive a mark of ZERO, until the assignment is handed in on a new assigned date within one week of the original date. No assignments will be accepted after one week.

If hand-in assignments are not fully completed or handed in by the given due date, a deduction of marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after one week the assignment will receive a mark of zero.

\* Performance based assessment(s) and/or presentations will be presented on the due date.

- Individual performance or presentation assessments will be given a one day allowance (next day class or teacher designated day) if student is absent for legitimate reasons. Otherwise a mark of 0% will apply.

- Group member performance based or presentation assessment(s) will be presented on the due date.

Group Member performance assessment or presentations will be given a one day allowance (next day class or teacher designated day) if student(s) is/are absent for legitimate reasons. Otherwise a mark of 0% will apply to absent student.

If difficulties arise for other group members to present because of absentee members, group members will be assessed on their own merit.

### **Final Assessment**

- There is no final written exam for Drama 45S.

Individual students are responsible for their preparation and presentation on the assigned date.

If student is not present for the presentation of this final assessment, the mark assigned will be a 0%.

### **Academic Integrity and Honesty**

Plagiarism and Cheating of any material will be dealt with according to the “Provincial Assessment Policy, Kindergarten to Grade 12” as issued by the Department of Education, Manitoba.

### **Use of Technology Policy**

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD instructional policy document for more information on guidelines and consequences for inappropriate use both at school and in the community.

### **Cell Phones**

Cell phones are not allowed to be used by students during class time. Students will be required to place their phones in a designated area within the classroom at the beginning of class. Students will pick up phones at the end of class (time will be designated by teacher).

Failure to place phone in designated area will result in phone being confiscated by the teacher and kept till 3:25 pm. Please refer to the Course Credit Contract information page regarding cell phone usage.

Otherwise, please refer to TRSD instructional policy document for more information.

## **Behavioural Assessment**

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

### **Personal Management Skills**

> Organizes material, uses class time productively, work independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

### **Active Participation In Learning**

> Shows interest, ask questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

### **Social Responsibility**

> Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals.

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**\*\*The course outline may be changed due to unforeseen circumstances.\*\***

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## **Drama 45S**

Please sign and return the following form, indicating that you and your parent/guardian have read and understand the course outline, classroom expectations, and course requirements to obtain a Drama 45S credit.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

