



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Dramatic Arts

Course Name: Drama 10S, 2025

Teachers: **Mr. Clint McLachlan**

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Course Description:

In this course students will begin to explore the dramatic arts in a variety of contexts, as they start to develop their dramatic skills. This course requires students to take risks, trust themselves, and others, make connections to experiences, daily life, and the world we live in, and to reflect on the process, their own thoughts, and feelings. Students will learn about and will perform: monologues, commercials, pantomime, scripts, scenes, historical theatre, readers theatre and improvisations.

In addition to course work, students are given the opportunity to attend workshops as well as view professional productions.

Units of Study

In Drama, 4 curricular units: **Creating** (Class-based / Rehearsal / Skill Development), **Making** (Performance-based / Production / Representation), **Connecting** (musical theatre as connected to times, places, social groups, and cultures), and **Responding** (critical reflection) are all interwoven throughout the school year (see below). Students' skills are scaffolded upon through the program in each unit, in a *recursive* curriculum.

Grades 9 to 12 recursive dramatic arts learnings are developed, recombined, elaborated, and transformed across novel and varied contexts so that learning becomes more sophisticated, more complex, deeper, and broader with time and new experiences. (MB Drama Curriculum Framework)

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time
Making (M) <ul style="list-style-type: none"> • Improvisation • Commercial • Monologue • Reader's Theatre • Pantomime • Choral Speaking • Language and Performance Skills 	<p>DR-M1 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts.</p> <p>DR-M2 The learner develops competencies for using elements of drama/theatre in a variety of contexts.</p> <p>DR-M3 The learner develops competencies for using a range of dramatic forms and styles.</p>	<p><u>Formative Assessment:</u> Assessment is ongoing and is meant to enhance the creative endeavor and give students the opportunity to refine their skills and work. Assessment may include observation, checklists, student conferencing, and ongoing feedback.</p> <p><u>Summative Assessment:</u> Assessment opportunities include: Journals Ensemble scene work Pantomime Improvisation Written Script Critiques History of Theatre Readers Theatre Monologue Commercial Theatre Performances</p> <p>Will be based on rubrics, checklists, and observation.</p>	30 Days
Creating (CR) <ul style="list-style-type: none"> • Scriptwriting and Performance • Movement • Character • Voice 	<p>DR-CR1 The learner generates ideas from a variety of sources for creating drama/theatre.</p> <p>DR-CR2 The learner experiments with, develops, and uses ideas for creating drama/theatre.</p> <p>DR-CR3 The learner revises, refines, and shares drama/ theatre ideas and creative work.</p>		15 Days

<p>Connecting (C)</p> <ul style="list-style-type: none"> • Performances • History of Theatre • Context and Analysis of Drama 	<p>DR–C1 The learner develops understandings about people and practices in the dramatic arts.</p> <p>DR–C2 The learner develops understandings about the influence and impact of the dramatic arts.</p> <p>DR–C3 The learner develops understandings about the roles, purposes, and meanings of the dramatic arts.</p>		<p>10 Days</p>
<p>Responding (R)</p> <ul style="list-style-type: none"> • Theatre Critique • Movie Critique • Journals and Reflection <p>Final Performance Piece</p>	<p>DR–R1 The learner generates initial reactions to drama/ theatre experiences.</p> <p>DR–R2 The learner critically observes and describes drama/theatre experiences.</p> <p>DR–R3 The learner analyzes and interprets drama/ theatre experiences.</p> <p>DR–R4 The learner applies new understandings about drama/theatre to construct identity and to act in transformative ways.</p>		<p>10 Days</p> <p>20 Days</p>

Assessment Guidelines

There are various purposes for assessment:

- Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand to plan and guide instruction and provide helpful feedback to students.
- Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time to celebrate success, plan interventions and support continued progress.

Academic Achievement

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Daily in Class Activities	35%
Journals	10%
Script	10%
Pantomime	10%
Story Telling	10%
Commercial/Improvisation	10%
Final Performance	15%
Term Work	100%

☐ Provincial Exam Final Exam

X Final Project/Assignment

☐ N/A

Learning Behaviours

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.