The goals and objectives of the Drama 10 course are:
I – to acquire knowledge of self and others through participation in and reflection on dramatic experience.
II – to develop competency in communication skills through participation in and exploration of various dramatic disciplines.
III – to develop an appreciation of drama and theatre as a process and art form.

Course Description
Drama 10 (5 Credit) provides a basic introduction to skills and processes involved in creating and participating in theatre. The course aims to give students foundation in ensemble, movement, stage composition, voice, and character work. The first half of the course will feature a number of smaller projects to build confidence in all these areas and encourage collaboration amongst ensemble members. During the second term, students will then advance skills developed by engaging in more in-depth projects that require engagement from multiple areas.

Course Evaluation – The process of creation and rehearsal and the performance element are valued equally in this class. Quality performances are a result of quality preparation, and quality preparation will result in a higher caliber of performance.

Process and Performances 80%
Reflective Work 20%

A wide range of assessment information is used in the development of a student’s final grade. At Archbishop MacDonald High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade, and that scale factors may have been used to determine the weight of individual assignments.

The areas of focus in this class will be selected from the following units of study:
Introduction/Orientation - This unit is designed as both a warm-up to theatre work and a period of group building where people can grow more comfortable with themselves and with others in the class.
Movement – awareness of space, tableau, blocking, character-motivated movement.
Voice and Speech – breathing, vocal mechanism, diction, inflection, projection
**Improvisation** - basic skills of serious and comedic improvisational theatre, theatresports, games, exercises.

**Text Work** – monologue and scenes – text analysis, objectives and actions.

**Character Development** – character histories, backstories

**Theatre History/Technical Theatre** – survey of theatre history, overview of technical aspects of theatrical production

**Collective Creation/Company Work** – partner and group work, class work

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Description</th>
<th>Assessment</th>
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</table>
| Finding Ensemble                 | -Group/Ensemble Building  
-Group games.  
-Finding common ground.  
-Introduction of basic improv skills. | -Self/group discussion                                                        |
| Finding Ideas                    | -Communication of stories, ideas, and themes through movement and tableaus | -Introductory and final group tableau projects.  
-Classroom activities/explorations  
-Journal and Reflection            |
| Finding Your Voice               | -Technical Elements of theatrical voice.  
-Proper vocal warm-up techniques.  
-Expressing story/emotion/idea through vocal choices.  
-Personal Voice | Formative assessments/explorations in storytelling, voice, speech, singing.  
-Students design a final project using formative work as inspiration to demonstrate their understanding of voice. |
| Finding Character                | Finding, creating, and playing character.                                 | Formative assessments/explorations: playwriting, improvisation, monologue, script/scene acting.  
-Students design a final project using formative work as inspiration to demonstrate their understanding of character. |
| Finding Performance              | -Students present scenes from a selected script or ensemble one act play   | -Presentation of Scene.  
-Script/Scene Analysis  
-Presentation for in-class matinee and possible evening performance. |
| Discovering the Creative Process | Ensemble choice of creative project or workshop (puppets, clown, short film, etc) | -Final project/skill share                                                  |
The aims of MYP arts are to encourage and enable students to:
- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

What is the MYP?

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

MYP at Archbishop MacDonald

The Honors/IB Program entails an enriched Alberta Education Curriculum with a focus on preparing the student for success in both the IB Diploma/or Honors program in Grade 11 or 12. All grade 10 students will be exposed to IB/MYP assessment rubrics that are designed for Critical thinking, metacognition, and reflection. These assessments will be administered to promote success in the student’s overall grade.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- **Approaches to learning (ATL)**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, helping students explore big ideas that matter
- **Global contexts**, (identities and relationships, personal and cultural identity, orientations in space and time, scientific and technical innovation, fairness and development globalization and sustainability) helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.
## MYP Assessment in Arts

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation of each Criterion</th>
<th>Max score</th>
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<tbody>
<tr>
<td><strong>Criterion A</strong></td>
<td>At the end of year 5, students should be able to:</td>
<td></td>
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</tbody>
</table>
| Knowing and Understanding        | i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
   ii. demonstrate understanding of the role of the art form in original or displaced contexts  
   iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 8         |
| **Criterion B**                  |  demonstrate the acquisition and development of the skills and techniques of the art form studied  
   ii. demonstrate the application of skills and techniques to create, perform and/or present art. | 8         |
| Developing Skills                | i. develop a feasible, clear, imaginative and coherent artistic intention  
   ii. demonstrate a range and depth of creative-thinking behaviours  
   iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. | 8         |
| **Criterion C**                  | i. construct meaning and transfer learning to new settings  
   ii. create an artistic response that intends to reflect or impact on the world around them  
   iii. critique the artwork of self and others. | 8         |

Each criterion will be evaluated twice during the course.

### The IB learner profile

[Image of the IB learner profile]

[Image of the MYP Assessment in Arts]
The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

This outline is also available at: https://www.ecsd.net/8403/page/1991/archbishop-macdonald-course-outlines