THE ACADEMY FOR GIFTED CHILDREN – P.A.C.E.
CURRICULUM OUTLINE AND EVALUATION
GRADE 8 DRAMATIC ARTS

OVERALL EXPECTATIONS

A. CREATING AND PRESENTING

By the end of this course, students will:

- use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
- use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
- use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

B. REFLECTING, RESPONDING, AND ANALYSING

By the end of this course, students will:

- use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;
- demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;
- identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

C. FOUNDATIONS

By the end of this course, students will:

- demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
- demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
- demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

COURSE CONTENT

1. INTRODUCTION TO THEATRE

- identify and explain the various purposes that drama serves or has served in diverse communities and cultures from the present and past
- explain how dramatic exploration can contribute to personal growth and self-understanding
- explain how dramatic exploration helps develop group skills and appreciation of communal values
- identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions
- identify specific collaborative skills and attitudes that are required in preparing and staging drama works and explain how they can be applied in other fields or activities
- identify specific social skills and personal characteristics they have acquired or strengthened through drama work that can help them succeed in other areas of life
- identify and describe various roles, responsibilities, and competencies of key personnel in theatre work
- identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used or can be used to achieve specific purposes or effects
- use correct terminology to refer to the forms, elements, conventions, and techniques of drama
- demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works
- describe the origins and development of various drama forms, elements, conventions, and techniques

2. IMPROVISATION

- use improvisational games to dramatize a proverb;
- use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs
- use tableaux to tell a story to a young audience;

3. SCENE STUDY

- use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works
- use a variety of expressive voice and movement techniques to support the depiction of character
- identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes
- identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used or can be used to achieve specific purposes or effects
- describe ways in which contemporary dramas show the influence of social trends

4. MONOLOGUES

- use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works
- use the elements of drama to suit an identified purpose and form in drama presentations
- use a variety of expressive voice and movement techniques to support the depiction of character
- write in role as a character who is reflecting on the people, events, and relationships affected by a personal, social, or environmental issues

5. PLAY READINGS

- interpret short drama works and identify and explain their personal response to the works

6. PLAY PRODUCTION

- use a variety of print and non-print sources to generate and focus ideas for drama activities and presentations
- write in role as a character who is reflecting on the people, events, and relationships affected by a personal, social, or environmental issues
- select and use appropriate forms to suit specific purposes in drama works
- use a variety of conventions to develop character and shape the action in ensemble drama presentations
- identify and use a variety of techniques or methods for establishing a rapport between performer and audience
- use a variety of expressive voice and movement techniques to support the depiction of character
- use a variety of technological tools to communicate or enhance specific aspects of drama works
- use the critical analysis process before and during drama projects to identify and assess individual roles and responsibilities in producing drama works
- identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes
- identify and follow safe and ethical practices in drama activities
- identify and follow guidelines for avoiding plagiarism and for respecting/protecting their own and others' intellectual property rights
- identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works

7. FIELD STUDY and IN-HOUSE PERFORMANCES

- demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts

RESOURCES

Locally designed P.A.C.E. Resources

ASSESSMENT AND EVALUATION

ASSESSMENT FOR LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Conferencing	✓		✓	
Discussion	✓	✓	✓	✓
Observation	✓	✓		
Group work (independent evaluation)	✓	✓	✓	✓
Homework Check	✓		✓	
Questioning	✓	✓	✓	✓
Performance Task	✓	✓	✓	✓
Rehearsal	✓	✓	✓	✓

ASSESSMENT AS LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Conversation	✓	✓	✓	✓
Self-reflection	✓	✓	✓	✓
Discussion	✓			✓
Peer Evaluation		✓		✓

ASSESSMENT OF LEARNING (EVALUATION)

	Term I	Term II	Term III
Knowledge/ Understanding (25%)	Tests Assignments Conferencing Observation Performance Task	Extended activities Assignments Observation Performance Task	Questions Individual Conversations Observation
Application (25%)	Tests Assignments Conferencing Observation Performance Task	Extended activities Assignments Observation Performance Task	Questions Individual Conversations Observation
Thinking/Inquiry (25%)	Tests Assignments Conferencing Observation Performance Task	Extended activities Assignments Observation Performance Task	Questions Individual Conversations Observation
Communication (25%)	Tests Assignments Conferencing Observation Performance Task	Extended activities Assignments Observation Performance Task	Questions Individual Conversations Observation
Total	**100%**	**100%**	**100%**

Final mark will be comprised of Term I + Term II+ Term III = 100%