

2017-2018

DRAMA

ADA 101

Grade 9

Open

Course of Study



School: As-Sadiq Islamic School

Principal: Mr. Marcello D'Agostino

The Arts Department

Course Developer: Mrs. Lauria-Parnis

Course development date: June 1st 2015

Course updated: May 31st 2017

Updated by: Mrs. Insiyah Panju

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Course Title:	Drama
Course Code:	ADA101
Course Type:	Open
Grade:	9
Credit Value:	1.0
Prerequisites:	None
Co requisites:	None
Course Developer:	Mrs. Lauria-Parnis
Date:	June 1 st 2015
Course Revised by:	Mrs. Insiyah Panju
Revision Date:	June 1 st 2017
Curriculum Policy Document: Ontario Ministry of Education, <i>The Arts, The Ontario Curriculum, Grades 9 and 10</i> , 2010. (Revised)	

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Course Description

This course provides opportunities for students to explore dramatic forms and techniques using materials from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

(Ontario Ministry of Education, The Arts, 2010)

Overview of the course:

Drama study at the Grade 9 level provides students with an opportunity to take on roles and to create and enter into imagined worlds. They learn in a unique way about themselves, the art of drama, and the world around them. Students engage in social interaction and collaboration as they create, perform and analyze drama. Through informal presentations and more formal presentations, students use drama to communicate their aesthetic and personal values.

Students develop their awareness and use of the elements of drama;

- role/character
- relationship/tension
- time/place
- focus/emphasis

...to create drama works that are related to their personal interests and experiences. In this courses, they will experience being a performer, an audience member, a technician, a designer and a critic.

(Ontario Ministry of Education, The Arts, 2010)

Strands	Overall Expectations
<p style="text-align: center;">CREATING AND PRESENTING</p> <p>Students use the creative process to develop, produce, and perform drama. Through a variety of dramatic forms, students explore characters, issues, and feelings, both individually and collaboratively. Students use dramatic elements, conventions, techniques, and technologies for a variety of purposes.</p>	<p>A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;</p> <p>A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of global sources;</p> <p>A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.</p>

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<p style="text-align: center;">REFLECTING, RESPONDING, AND ANALYSING</p> <p>In this strand, students use the critical analysis process to reflect on their response to dramatic works and develop their understanding of how dramatic purpose is achieved. Students examine the social functions of drama, including how dramatic exploration promotes appreciation for diverse cultures.</p>	<p>B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others’ drama works and activities;</p> <p>B2. Drama and Society: 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;</p> <p>B3. Connections Beyond the Classroom: 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.</p>
<p style="text-align: center;">FOUNDATIONS</p> <p>This strand is concerned with dramatic forms, conventions, practices, and skills. Students learn about the origins and development of drama and theatre arts and their influence on past and present societies. They learn to communicate by using terminology specific to creating and presenting in drama. This foundational study also introduces students to the significance of health and safety issues as well as a variety of protocols related to ethics and etiquette.</p>	<p>C1. Concepts and Terminology: demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;</p> <p>C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;</p> <p>C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.</p>

(Ontario Ministry of Education, The Arts, 2010)

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Outline of Course Content

Unit Title	Unit Description	Approximate Time
Unit 1: Introduction to Drama – Group Dynamics and Building Collaboration	This foundational unit allows students to build the safe and positive relationships with their peers and teacher, as they embark on their dramatic journey of self-awareness and reflection. Students are introduced to the class through a series of high energy, ice-breaking, co-operative games which help them break down their inhibitions, encourage risk-taking, foster self-awareness and build team spirit. Rules, structures, and routines are set in place and by the end of the unit, students have the necessary orientation and confidence to proceed successfully into the study of drama. To make the arts program interesting, relevant and successful the teacher will help students relate to their new knowledge and skills gained but connecting them to issues and situations from their own world. Through this, students develop their social, intellectual, and collaborative potential.	15 Hours
Unit 2: Improvisation and Role Play	Beginning with a series of exercises designed to further develop students’ improvisational skills, this unit teaches students how to effectively participate in a variety of types of improvisation activities. Individual improvisation acting abilities are then extended and applied during whole group role-play experiences. Students will then work on improving their self-expression and building belief while in role, they will develop their ability to effectively critique. Students will interact and employ a glossary of the key terms which they will be encouraged to understand, consider, communicate and apply. Basic stage geography and will be exercised and utilized. Students will rehearse and apply newly learned techniques and reflect on their strengths as performers and as critics. Students will work to maintain ‘the fourth wall’ while embodying the concept of ‘empathy’; stepping into the shoes of someone else.	30 Hours
Unit 3: Dramatic Technique and Script Crafting	Exercises in focus, imagination, and concentration are followed by explorations in movement, pantomime, and voice. Students will develop the basic tools necessary to work and write dramatically. Students will continue to explore; tableaux, mime, scene work and write in role. Students will be invited to reflect on their identity as performers and scholars as they rehearse and reflect and provide ongoing feedback as they work through “The Critical Analysis Process” (Ontario Ministry of Education, The Arts, 2010. Pg. 21). Students will gain vast experience in making wise and skillful theatrical choices. Students will engage in reflective workshops and work collaboratively to critique and establish personal acting goals.	25 hours

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<p>Unit 4: Dramatic Themes – Society’s Influence and Identity</p>	<p>The journey to self-discovery can be fraught with pitfalls in a secular world. Adolescents struggle to find their place, and are frustrated with the roles society demands of them. In this unit, students will gain practice in reading, writing and analyzing scripts and Shakespearian quotes, in addition to reflecting on the societal and environmental variables that serve to shape theatre and performance. Students will invent and reinvent back stories to performances and dramatic works. Students will consider what social, political, cultural norms may have influenced the play-write. <i>Students will ask; What could the play-write have meant by this? How do I relate to this dramatic art form? What social norms impact today’s performance and past theatrical trends?</i> The dramatic arts program is interesting and relevant because students are part of the planning process. Students will be invited to bring in real world issues that are relevant to their lives.</p>	<p>15 Hours</p>
<p>Unit 5: Dramatic Themes – Making a Difference</p>	<p>This summative unit allows students to demonstrate the skills and knowledge gained throughout the course while applying what they have learned in accordance with their Islamic faith. In consultation with the teacher, students will work in groups to create realistic, dramatic scenarios which illustrate the power of a single committed person to bring positive change to the world around them. The presentation of these performances seeks to remind us that we are called to live an Islamic way and make decisions that we can be proud of. This cumulative experience will showcase the skills learned in drama and reinforce that it is these tools which serve us well on our journey to become closer to Allah. Students will utilize the ‘Creative Process’ and work collaboratively to cultivate a well written, rehearsed, and refined performance. (Ontario Ministry of Education, The Arts, 2010. Pg. 17).</p>	<p>25 Hours</p>
<p>Total</p>		<p>110 Hours</p>

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Teaching & Learning Strategies

Students are exposed to a variety of religions throughout the course to develop an understanding of the contemporary interplay between religion and society. Students will develop analytical and research skills explore historical influences, belief systems, traditions, rituals, sacred texts, contemporary expressions, social/ethical/ philosophical issues, and current day challenges.

A wide variety of instructional strategies are used to provide vast, rich and meaningful learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

- **Direct Instruction** is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- **Indirect Instruction** is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- **Interactive Instruction** relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- **Experiential Learning** is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- **Independent Study** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.
- **Side Coaching** is a process of giving direction to actors when they are involved in working on a scene. The suggestions are usually simple and may take the form of actions, emotions, playing styles, concepts or other forms of suggestion which the actors take and utilize in the scene. The actors must keep the scene going and are to react instantly to the coaching.

Diagnostic and Formative Evaluations:

- Teacher Observation & Anecdotal Notes
- Whole group participation & attitude
- Awareness & Inquiry of the elements of drama
 - role/character
 - relationship/tension
 - time/place
 - focus/emphasis
- Peer & Self-Assessment & Constructive Dialogue
- Check Tools: checklists, rating scales
- Daily Accountability Check Brick & Student Signature

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Summative Evaluations:

- Informal & Formal Performance & Rubric Reflection
- Edited Scripts
- Student Journals Reflection & Prompt Response
- Application & Understanding of the elements of drama
 - role/character
 - relationship/tension
 - time/place
 - focus/emphasis

Strategies for Assessment & Evaluation of Student Performance

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality (Growing Success, Page 22).

The Achievement Chart for The Arts

According to the Growing Success document, the achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers.

It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to: provide a common framework that encompasses all curriculum expectations for all courses outlined in this document; guide the development of quality assessment tasks and tools (including rubrics); help teachers to plan instruction for

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learning; assist teachers in providing meaningful feedback to students; provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Communication. The conveying of meaning through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. (Growing Success, 2010, page 23)

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Assessment/Evaluation Strategies

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> • Classroom Presentation • Conference • Reflection • Script Writing • Performance • Demonstration • Observation • Question & Answer • Group Discussion • Seminar • Self-Assessment • Case Study • Jigsaw • Socratic Presentation • Focus Groups • Hot Seat • Concept Mapping • Quiz • Test • Exam 	<ul style="list-style-type: none"> • Checklists • Exemplars • Rubrics • Self & Peer Assessment • Anecdotal Notes

Level of Achievement			
Level 1	Level 2	Level 3	Level 4
Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

(Growing Success, p. 18)

As per the Growing Success document (2010), the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

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Level	Percentage
4+	95 – 100
4	87 – 94
4	80 – 86
3+	77 - 79
3	73 – 76
3-	70 – 72

Level	Percentage
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 -56
1-	50 – 52

(Growing Success, p. 40)

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Achievement Chart: The Arts, Grades 9-12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, styles, procedures, processes, themes, relationships among elements, informed opinions)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., formulating questions, generating ideas, gathering and organizing information, focusing research, outlining, organizing an arts presentation or project, brainstorming/bodystorming, blocking, sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analyzing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning and expression through various forms				
	The student:			
Expression and organization and expression of ideas, and understandings in art forms (dance, drama, media arts, music and visual arts) (e.g. expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques), and in oral and written forms (e.g., clear expression and logical responses)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

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to art works and informed opinion pieces)				
Communication for different audiences (e.g., peers, adults, younger children) and purposes through the arts (e.g. drama presentations, visual arts exhibitions, media installations, dance and music performances) in oral and written forms (e.g., debates, analyses)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions in dance, drama, media arts, music, and visual arts (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movements vocabulary), and arts vocabulary and terminology in oral and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

Achievement Chart: Arts, Grades 9-12 cont'd

Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) in familiar contexts (e.g., guided improvisation, performance of a familiar work, use of familiar forms)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes, techniques) to new contexts (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global and/or environmental contexts; between the arts and other subjects)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

(Ontario Ministry of Education, 2013)

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Credit Earned

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 11 course, teachers may use “I” on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of “I” is appropriate and in the best interests of the student. (Growing Success, p. 42)

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Learning Skills & Work Habits

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning (p. 10). Therefore, learning skills will be monitored and recorded throughout the course to help promote student success. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark. Teachers report achievement on the five Learning Skills using letter symbols:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

Responsibility

- Fulfills responsibilities and commitments within the learning environment.
- Completes and submits classwork, homework and assignments according to agreed upon timelines.
- Takes responsibility for and manages own behaviour

Organization

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.

Independent Work

- Independently monitors, assesses and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

Collaboration

- Accepts various roles and an equitable share of work in a group.
- Responds positively to the ideas, opinions, values and traditions of others.
- Builds healthy peer relationships through personal and media assisted interactions.
- Works with others to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources and expertise and promotes critical thinking to solve problems and decisions.

Initiative

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and a willingness to take risks.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriately for the rights of self and others.

Self-Regulation

- Sets own individual goals and monitors progress towards achieving them.
- Seeks Clarification or assistance when needed.
- Assesses and reflects critically on own strengths, needs and interests.
- Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

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Student Evaluation Criteria

Term – 70%	Final- 30%	Final Report Card Grade- 100%
Knowledge/Understanding 10%	Independent Study Project – Culminating Activity 10%	Term Total 70% + Final Total 30% ===== Report Card Mark
Inquiry/Thinking 10%	Final Exam 20%	
Communication 25%		
Application 25%		
Term Total: 70%		

Considerations for Program Planning:

Students Requiring Additional Needs (Accommodations not Modifications): In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

Environmental Education: There are many opportunities to integrate environmental education into the teaching of the arts. Nature often provides an inspirational starting point for creativity in both representational and more abstract art forms.

Healthy Relationships: Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults.

Equity & Inclusion: In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio economic status, or other similar factors – are welcomed, included, treated fairly, and respected. In an inclusive arts program, learning resources and art work presented for analysis reflect the broad range of both female and male students’ interests, backgrounds, cultures, and experiences. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nation, Métis, and Inuit peoples, and ensure that students have access to such material. At the same time, the creation of various forms of art, inspired by styles from diverse cultures, provides opportunities for students to explore issues relating to their identity.

Literacy, Mathematical Literacy, and Inquiry/Research Skills: Inquiry and research are at the heart of

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learning in all subject areas. In arts courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and the Internet.

Critical Thinking & Critical Literacy: In developing critical thinking skills in the arts, students must ask good questions to interpret information, detect bias, and consider the values and perspectives of a variety of groups and individuals. Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyze and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

The Role of The School Library: The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to: access, select, gather, process, critically evaluate, create, and communicate information, use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives, communicate their findings for different audiences, using a variety of formats and technologies, use information and research with understanding, responsibility, and imagination.

Information and Communications Technologies (ICT): Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Ontario Skills Passport (OSP): The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit <http://skills.edu.gov.on.ca>.

Career Education: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners. Expectations in the arts program include many opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. Arts education can provide students with knowledge and a range of communication skills that are valued in various kinds of employment both in the arts themselves and in marketing and public relations, tourism and hospitality, teaching, and law. Teachers can help students to identify ways in which their involvement in the arts

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enhances their suitability for a wide range of occupations.

Health & Safety: As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Students must be able to demonstrate knowledge of the equipment being used and the procedures necessary for its safe use.

Ethics: The arts provide students with real-life situations that require them to develop an understanding of ethical issues, such as intellectual ownership and use of copyright material. In a technological world in which it is very easy to copy and use various kinds of materials, students must become aware of the ethical issues concerning, for example, reproducing visual images, copying aspects of someone else's style, and incorporating soundtracks in their own works. Distinctions must be made between being inspired by others' works in the arts and reproducing others' works or aspects of them as they create their own works.

(Ontario Ministry of Education, The Arts, 2010.)

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Policies and Procedures:

See Code of Conduct in Course Calendar for policies on student attendance, student responsibility, and plagiarism.

Course Materials & Resources

- “*Drama Projects for the Middle School Classroom*”, Rebecca Young
- “*Drama; Schemes, Themes & Dreams*”, Larry Swartz & Debbi Nyman
- “Introduction to Theatre Arts”, Suzi Zimmerman
- <http://artsonline2.tki.org.nz/resource>
- <http://code.on.ca/resource>
- <http://dramaresource.com>
- <http://dramafocus.ca>
- <https://www.theatrefolk.com>
- <http://www.pita.ca/drama-resources.html>
- Ontario Ministry of Education, *The Arts*, 2010
- Ontario Ministry of Education, *Growing Success Document*, 2010
- “*Stages Creative Ideas for Teaching Drama*”, Talia Pura
- “*Story Drama*”, David Booth
- “*The Arrival*”, Shaun Tan

Resources

Ontario Ministry of Education, *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, 2010.

Ontario Ministry of Education, The Ontario Curriculum, *The Arts, Grades 9 to 12*, 2010 (revised).