



NANAIMO LADYSMITH  
PUBLIC SCHOOLS

## COURSE OUTLINE

**Course:** Arts Education 9 - Drama

**Teacher:** Mr. P. Spencer

**Contact Information:** [pspencer@sd68.bc.ca](mailto:pspencer@sd68.bc.ca)

**Room:** Stage

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### Reporting Procedure:

- Ongoing progress is available on [Jupiter Grades, Fresh Grades, MyEd BC and Google Classroom](#)
- There will be a minimum of 2 Ongoing Communications of Student Learning per semester
- At mid-course, there will be a Progress Report
- There will be a formal, Summative Report at the end of the course

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### Assessment:

- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

<b>Beginning</b> to acquire knowledge, skills, strategies and processes.	<b>Developing</b> the ability to apply knowledge, skills, strategies and processes.	<b>Applying</b> knowledge, skills, strategies and processes consistently.	<b>Extending</b> knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"><li>▪ Student is beginning to understand at grade-level expectations</li><li>▪ Shows evidence that learner can demonstrate some progress towards the learning standards</li></ul>	<ul style="list-style-type: none"><li>▪ Student is developing understanding at grade-level expectations</li><li>▪ Shows evidence that learner can understand the learning standards in basic or familiar situations</li></ul>	<ul style="list-style-type: none"><li>▪ Student is applying understanding at grade-level expectations</li><li>▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations</li></ul>	<ul style="list-style-type: none"><li>▪ Student is extending understanding at grade level expectations</li><li>▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations</li></ul>

**BIG IDEAS:** *Students are expected to understand the following:*

1. Identity is explored, expressed, and impacted through drama experiences.
2. Drama provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.
3. Collaborative drama experiences can build community and nurture relationships with others.
4. Drama uses a unique sensory language for creating and communicating.



**CURRICULAR COMPETENCIES:** *Students are expected to be able to do the following:*

#### Exploring and creating

1. Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning
2. Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play
3. Explore relationships between identity, place, culture, society, and belonging through dramatic experiences
4. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama
5. Take creative risks to experience and express thoughts, emotions, and meaning

#### Reasoning and reflecting

6. Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas
7. Develop and refine ideas and technical skills to improve the quality of performance pieces
8. Receive, offer, and apply constructive feedback

#### Communicating and documenting

9. Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
10. Compose, interpret, and expand ideas using symbolism, imagery, and elements
11. Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

#### Connecting and expanding

12. Reflect on creative processes to make connections to personal learning and experiences
13. Demonstrate respect for themselves, others, and the audience
14. Collaborate through reciprocal relationships during creative processes
15. Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
16. Demonstrate increasingly sophisticated application and/or engagement of curricular content

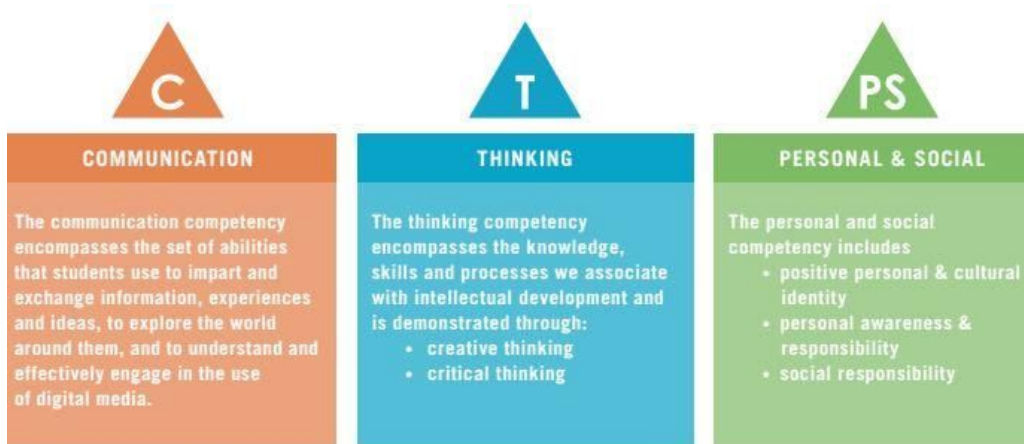
**CONTENT:** *Students are expected to know the following:*

1. drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance
2. a variety of drama forms and drama conventions

3. the roles of performers and audiences in a variety of contexts
4. traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through storytelling and drama
5. contributions of innovative artists from a variety of genres, communities, times, and places
6. personal and social responsibility associated with creating, performing, and responding in drama
7. the ethics of cultural appropriation and plagiarism

## CORE COMPETENCIES:

Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



### COMMUNICATION

#### THINKING:

CREATIVE THINKING  
CRITICAL THINKING

#### PERSONAL AND SOCIAL RESPONSIBILITY:

POSITIVE PERSONAL AND CULTURAL IDENTITY  
PERSONAL AWARENESS AND RESPONSIBILITY  
SOCIAL RESPONSIBILITY

#### SUPPORT:

Counseling: A-E – Ms. C. Linn F-N – Ms. K. Gustafson O-Z – Ms. S. McRae

Academic: Study Buddies: Monday 2:10-4:00 Downstairs 'C' Hall Orange Room

Tues/Thurs 3:00-4:00 Library

Wednesday 3:00-4:00 Downstairs 'C' Hall Orange Room

Aboriginal Support: Ms. N. Wedholm (C120)