



أكاديمية جيمز العالمية – دبي
GEMS World Academy
DUBAI

COURSE SYLLABUS

Drama Year 4/Grade 9

MIDDLE YEARS PROGRAMME

COURSE OVERVIEW

Drama is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

LEARNING OUTCOMES

AIMS – the aims of MYP arts are to encourage and enable student to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self)-discovery
- Make purposeful connection between investigation and practice
- Understand the relationship between art and its contexts
- Respond and reflect on art
- Deepen their understanding of the world

Unit 1 – All the World’s A Stage
Approximate Length: 8 weeks

The unit will focus on the work of William Shakespeare, with the development of activities centered on the historical context, setting, character development, plot and theme within a Shakespearean play of choice. Students will collaborate in a larger class setting to prepare for the performance of large ensemble scenes, and in smaller groups to independently prepare a given scene, utilizing both traditional and non-traditional performance modes. Practical work related to the script will incorporate improvised and planned drama scenes related to the play. Students will also experience the work of a director and be able to take on this role during the unit.

Unit 2 – Elements of Design
Approximate Length: 8 weeks

In this unit of study, students engage in a theoretical, philosophical and practical exploration of the technical elements of Theatre Design and how they impact the Mise en Scene. Taking scene-study as a point of departure students will assume the role of costume, set, sound or lighting designer and create a design portfolio, considering such elements as aesthetic, purpose, context, symbol and theme.

ASSESSMENT

In the MYP Students will be evaluated using formative and summative assessments.

Formative Assessment: Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework and quizzes.

Summative Assessment: The judgment made by the teacher of the standard of achievement reached by the student at the end of a unit of work. Examples: Investigations, presentations, real-life problems, unit tests.

All assessments will be graded by using a criterion-referenced approach using the “Criterion Objectives” listed below. Each assessment will be developed with the IB standards in mind and the objectives applied against the students submitted assessment task. The best-fit approach is applied to ensure the most valid, fair and reliable grade is determined using the IB Grade Boundaries and 7 point scale.

Criterion A: Knowing and Understanding

At the end of Grade 9, students should be able to:

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language.**
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts.**
- iii. use acquired knowledge to inform their artwork.**

Criterion B: Developing Skills

At the end of Grade 9, students should be able to:

- i. 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.**

Criterion C: Thinking Creatively

At the end of Grade 9, students should be able to:

- i. outline a clear and feasible artistic intention.**
 - ii. outline alternatives, perspectives, and imaginative solutions.**
- demonstrate the exploration of ideas through the developmental process to a point of realization.**

Criterion D: Responding

At the end of Grade 9, students should be able to:

- i. outline connections and transfer learning to new settings.**
- ii. create an artistic response inspired by the world around them**
- iii. evaluate the artwork of self and others.**

STUDENTS RESPONSIBILITIES

Academic Honesty

GWA maintains very strict guidelines towards maintaining academic honesty as followed by IB students globally.

1. First offense: A student who submits plagiarized work will be required to meet with the teacher to discuss the offense.
 - The teacher will notify the parents and the MYP Coordinator by email of the offense.
 - The student will be required to repeat the assessment for **formative feedback purposes only.**(The summative cannot be graded as it was not the students' work.)
2. Second offense: The teacher will notify the parents and the appropriate Assistant Principal (6-8; 9-12).

- An interview will take place and the assessment will received a grade of (0). The assessment will be completed for **formative purposes only**.

Late Assessment Policy

When assessing students at GWA it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:

1. Teachers will post the due date on ManageBac with at least one (calendar) week lead time for students to complete the assessment.
2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor’s note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher’s discretion.
3. MYP students must adhere to published deadlines. Students who do not meet IB Diploma Programme deadlines will follow these steps:
 - Detention(s) until the assessment is completed
 - Parent meeting to discuss behavior concern
 - After 3 offenses: Parents contacted and additional detentions and/or an in-school suspension until the assessment is completed. Students must make up all worked missed during the suspension.
4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools.

APPENDIX

Arts Subject Guide 2015-16