



COURSE SYLLABUS

Drama MYP 1/ Grade 6

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 – Introduction to Drama: Ritual

Approximate Length: 8 weeks

The building of an ensemble teaches students the importance of group work in this subject. This will be experienced consistently throughout Drama in Grade 6. Students will begin to learn theatrical terminology and will experience the following dramatic techniques: freeze frame, flashback, flash forward, Voices in the Head, hot seat, role play, narration techniques and choral speaking techniques. Students will inquire into the role ‘ritual’ has played across cultures and throughout human history, and create a group devised ritual, developing physical, vocal and collaborative skills and incorporating the dramatic conventions they have learned.

Unit 2 – Exploring Genre: Melodrama

Approximate Length: 8 weeks

Students will understand that theatrical genre and style are reflective of particular social and historical contexts and have their own aesthetic conventions, through an investigation into the genre of Melodrama. Using exaggerated physical and vocal characterization techniques, students will explore the origins and conventions of Melodrama, applying their skills in both short, devised scenes, and longer scripted pieces. The unit will culminate with a performance before an invited audience.

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 6, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Criterion B: Developing Skills

At the end of Grade 6, 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 6, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

Criterion D: Responding

At the end of Grade 6, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art

- iii evaluate certain elements or principles of artwork.

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 receive 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 work 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.
 - Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
 - Return summative assessments to students with feedback no later than three calendar weeks after the due date.
 - Update Managebac immediately upon completion of marking/feedback.
 - Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. (see above)
 - Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.

