

<b>Subject Area:</b>	<b>Theatre Arts</b>
<b>Course:</b>	<b>Theatre Arts 2200</b>
<b>Level of Instruction:</b>	<b>Level II</b>
<b>Department of Education References:</b>	<b><i>Course Description (revised, 1991) Program of Studies</i></b>

### **Program Description/Guiding Principles:**

Theatre Arts 2200 attempts to meet several of the expressed aims of education namely: emotional maturity, good use of leisure time, a sense of responsibility and an appreciation of the work of others. A central purpose of the course is to develop students' ability to communicate through oral, physical, and written expression. Therefore, such fundamental skills as acting, speaking, listening, reading, writing, visual awareness, and research skills are addressed.

The key emphasis in this course is upon the personal development of the student. The course is approached in such a way as to encourage the growth of a student's self-esteem and self-confidence. The course teaches the practical benefits of co-operation and individual responsibility, since much of students' work is done in groups. Throughout the course, students will be involved in the creation and appreciation of dramatic art forms.

### **Weighting of Evaluation Components:**

Student evaluation should include the three major categories: diagnostic, formative and summative. In an attempt to arrive at a "mark" which represents as truly as possible a student's achievement and ability, the types of evaluation employed should be varied and in line with the objectives of the course as listed in the revised Course Description (1993). In summative terms, student evaluation will be weighted as follows:

#### **A: Personal Development (Letter grade averaged): 40%**

This category includes:

- Willingness to try (level of enthusiasm);
- Co-operation (with other students & teacher);
- Imaginative and creative thinking;
- Initiative and leadership;
- Self-discipline and perseverance (ability to keep on task with minimal supervision);
- Completion of tasks on time;
- Movement and physical coordination;
- Speaking and listening.

#### **B: Projects: 40%**

This category includes any group work or individual assignments not considered class work (e.g., scene work, choreography, dramatic monologue/dialogue, recitations, storytelling, mask-making, etc.)

**C: Written Evaluation: 20%**

Students written work can include any combination of: reflections, journal writing, reviews, work sheets, character analysis, etc. While it may be deemed appropriate to build a quiz into some aspect of instruction, formal examinations (midterm, final) or major Unit tests will not form part of students' written evaluation in Theatre Arts 2200.

**MIDYEAR & FINAL REPORTS WOULD INCLUDE A SHEET AS FOLLOWS:  
Theatre Arts 2200  
Midyear/Final Report**

1. Class Participation: \_\_\_/40%

2. Written Work: \_\_\_/20%

a) Reviews \_\_\_/?

b) Journal \_\_\_/?

c) Work sheets \_\_\_/?

d) ...

3. Projects: \_\_\_/40%

a) scene work \_\_\_/?

b) choreography \_\_\_/?

c) dramatic monologue/dialogue \_\_\_/?

d) recitations \_\_\_/?

e) storytelling \_\_\_/?

f) mask-making \_\_\_/?

g) ... \_\_\_/?

**Total: \_\_\_/100%**

**Comments:**

