

LOCALLY DEVELOPED COURSE OUTLINE

Performing Arts 15-5

Submitted By:
Rocky View School Division No. 41

Submitted On:
Aug. 24, 2015

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Performing Arts 15
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2015 - 8/31/2019
Proposal Type	Reauthorization
Development Type	Acquired
Designed Grade Level	Grade 10
Acknowledgment	
Course Description	<p>Performing arts courses are designed to supplement the Music, Drama and Dance programs in three ways: (1) to enrich the experience of the serious performer, and (2) to provide experiences in the performing arts for students who choose not to submit to the rigorous performance standards of the 10/20/30 sequence of courses in Music and Drama, and (3) to integrate the performing arts of music, drama and dance into a single performance.</p>
Course Prerequisite	

Philosophy

We believe that the performing arts (i.e., music, drama and dance) are characteristic of the human experience and that they discipline important communication media. Therefore, courses in the performing arts have a justifiable place in the education of young people, since one of the central purposes of education is the development of communication skills. Performing arts courses provide a continuum of experiences starting with introductory or exploratory activities and expanding to the development of skills related to various careers in the performing arts.

Rationale

Performing arts courses are designed to supplement the Music, Drama and Dance programs at HCHS in at least three ways: (1) to enrich the experience of the serious performer, and (2) to provide experiences in the performing arts for students who choose not to submit to the rigorous performance standards of the 10/20/30 sequence of courses in Music and Drama, and (3) to integrate the performing arts of music, drama and dance into a single performance.

Learner Outcomes

General Outcomes

1 Performing Arts students will be Ethical Citizens by:

Developing an appreciation for the contribution of members of the performing arts team. Demonstrating respect, empathy and compassion for cast members by collaboratively working with the performing arts team. Assuming responsibilities a variety of roles. Building relationships through fairness, open mindedness, and effective communication skills.

2 Performing Arts students will be Engaged Thinkers by:

Thinking critically and creatively to solve problems in an efficient and effective manner. Using technology to learn, innovate and collaborate to produce a performance. Growing and developing stagecraft and performance skills as lifelong learner.

3 Performing Arts students will demonstrate Entrepreneurial Spirit by:

Developing opportunities to spread a passion for the performing arts within their local community. Confidently taking risks and making bold decisions to create a performing arts production. Striving for excellence through hard work, determination, and perseverance. Being motivational, resourceful and tenacious developing a quality performing arts production. Exploring possible career pathways to occupations within the performing arts field.

Specific Learner Outcomes

1 Performing Arts students will be Ethical Citizens by:	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Demonstrate positive self esteem through achievement in one or more of the performing arts				X	X	
1.2 Demonstrate confidence in challenging leading or supporting roles in one or more of the performing arts				X	X	
1.3 Continue to pursue personal interests in the performing arts.				X	X	
1.4 Help instill in others, a passion for the performing arts.				X	X	
1.5 Demonstrate leadership capabilities by living up to personal and social responsibilities through setting goals and working with perseverance to achieve those goals.				X	X	
1.6 Demonstrate a sense of consumer literacy relative to the performing arts.				X	X	
1.7 Effectively collaborate as a member of the performing arts team.	X	X	X	X	X	X
1.8 Provide constructive peer feedback that is reflective and appreciative of the effort and sacrifices made by cast members.	X	X	X	X	X	X
1.9 Develop a greater sense of self- esteem through involvement in one or more of the performing arts	X	X				
1.10 Develop a greater sense of self esteem through a leading or supporting role in one or more of the performing arts	X	X				
1.11 Discover personal interests in the performing arts.	X	X				
1.12 Develop positive attitudes towards the performing arts.	X	X				
1.13 Discover leadership capabilities by living up to personal and social responsibilities through setting goals and working with perseverance to achieve those goals.	X	X				
1.14 Discover a sense of consumer literacy relative to the performing arts.	X	X				
1.15 Develop a greater sense of self- esteem through achievement in one or more of the performing arts			X	X		

1.16 Develop a greater sense of self - esteem through a more challenging leading or supporting role in one or more of the performing arts.	X	X
1.17 Continue to develop personal interests in the performing arts.	X	X
1.18 Demonstrate a positive attitude towards the performing arts.	X	X
1.19 Develop leadership capabilities by living up to personal and social responsibilities through setting goals and working with perseverance to achieve those goals.	X	X
1.20 Continue to develop a sense of consumer literacy relative to the performing arts.	X	X

2 Performing Arts students will be Engaged Thinkers by:	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Participate in performances that can either introduce new performances skills or advance skills that have already been introduced.		X	X	X	X	X
2.2 Develop the interrelationships of various performance skills by viewing multiple perspectives and disciplines.		X	X			
2.3 Utilize accumulated knowledge and skills in the various performing arts to identify and analyze increasingly complex problems and find the best solutions.		X	X	X	X	X
2.4 Utilize technology to develop an intermediary understanding of the interrelationships of various performance skills.		X	X			
2.5 Participate in performances that can introduce new performances skills.	X	X				
2.6 Discover the interrelationships of various performance skills by viewing multiple perspectives and disciplines.	X	X				
2.7 Utilize accumulated knowledge and skills in the various performing arts to identify and analyze increasingly complex problems and find the best solutions.	X	X				
2.8 Utilize technology to develop a provisional and elementary understanding of the interrelationships of various performance skills.	X	X				
2.9 Demonstrate understanding of the complexity of interrelationships of various performance skills by viewing multiple perspectives and disciplines.					X	X

2.10 Utilize technology to develop a deep understanding of the interrelationships of various performance skills.	X X
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3 Performing Arts students will demonstrate Entrepreneurial Spirit by:	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Participate in intermediary, safe, exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in the production of a performance	X X
3.2 Continue to explore possible career pathways as a result of the performing arts skill development	X X X X
3.3 Strive for excellence in competition and performance settings.	X X X X X X
3.4 Identify problems and issues then collaboratively arrive at possible solutions regarding a performance	X X
3.5 Provide opportunities for multiple performances with an authentic audience to instill a passion for the performing arts within your local community.	X X X X X X
3.6 Participate in introductory, safe, exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in the production of a performance	X X
3.7 Explore possible career pathways as a result of the performing arts skill development	X X
3.8 Identify simple problems and arrive at possible solutions regarding a performance	X X
3.9 Participate in safe exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in the production of a performance	X X
3.10 Identify complex problems and issues and arrive at effective and efficient solutions collaboratively.	X X
3.11 Provide opportunities for multiple performances with an authentic audience to instill a passion for the performing arts within your local community.	X X

Facilities or Equipment

Facility

No special facilities are needed however, it is most beneficial the facilities used are conducive to drama/musical/dance production. Preferences to the following: Good acoustics, access to sound and light systems. A theatre setting would be an asset.

Equipment

Good acoustics, access to sound and light systems. A theatre setting would be an asset. Further, student access to costumes and props would enhance the learning experience

Learning Resources

The BASIC RESOURCES for the performing arts are chosen from a wide range of n dramatic and dance repertoire.

<https://www.brookpub.com/> Online catalog of plays, perusal copies can be downloa immediately

<https://www.playscripts.com/> Another publisher with a large catalog of plays

<http://www.mtishows.com/> -Great place to get musicals, includes Jr. versions of mai popular shows

<http://www.communitytheater.org/> -A great site for information of all kir putting together shows. Includes a discussion board where you can pc questions and connect with others doing shows.

Others

Identification of Controversial or Sensitive Course Com|

Inherent in the dramatic arts are sensitive and controversial issues. It is important to consult the Guide to Education and Alberta Human Rights Act if the teacher is unclear or unsure on these topics. There may be jurisdictional policies to consult. Consult with your administrator should you need further information.

Identification of Safety Components

All school jurisdictions have policies related to off campus excursions and it is imperative that teachers consult this document. Additionally if students are building and designing sets the teacher needs to be aware of hazards related to this kind of activity. Consulting WHMIS and related policies to student/staff safety is required. School administration should be consulted if further information is needed

Significant Overlap with Provincial Curriculum

PROVINCIALY DEVELOPED COURSES in music and drama are adequate for the development of basic to advanced skills in these disciplines. However, opportunities to integrate the performing arts of music, drama and dance require a structure such as the one proposed herein.

Assessment

Performing Arts provides many opportunities for individual projects at the introductory level of performance. For each project, a rubric will be developed that articulates the elements of the project to be evaluated (i.e., assessment items) and the standards of achievement (i.e. evaluation). The teacher will use these rubrics to provide both formative and summative evaluations. Formative evaluation is common to rehearsal in that the teacher interacts with the performer identifying weaknesses in the performance, strategies for improvement and communication of progress toward success. It is common to the performing arts that formative assessment and evaluation is done by the performer, by other members of the performance ensemble, and by the director.

Summative evaluation is common to a debriefing process following the production of the performance and is usually certified as an “Excellent” or “Competent” performance, or as a “Work In Progress”. Excellence is represented by a number between 80 and 100, competence by a number between 65 and 79 and works in progress are not given a summative evaluation.

Course Evaluation and Monitoring

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Appendix I

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