



Commission scolaire English-Montréal
English Montreal School Board

ÉCOLE FACE SCHOOL

3449 Rue University, Montréal, QC H3A 2A8, Tel: (514) 350-8899 Fax: (514) 350-2612

<https://face.emsb.qc.ca/face>

Standards and Procedures

Subject : Drama
Teacher (s) : Will James
Grade: Secondary 3
School Year : 2025-26

Term 1 (20%)

General Timeline: August 28th, 2025 – November 6th, 2025

Competencies evaluated: Performs dramatic works & creates dramatic works

Cross Curricular Competencies: Communicates Effectively

- Experiments with elements of performance, playwriting or theatricality that are relevant to the character and action
- Puts established conventions into practice and adjusts his/her performance to that of the others
- Identifies what they have learned, and the methods used
- Experiments, through improvisation, with elements of performance, playwriting and theatricality
- Is open to a stimulus for creation
- Remains attentive to classmates

Evaluation Methods/Tools	Skill(s) Evaluated	Timeline or Frequency of Evaluations	Weight of Evaluation
Individual Performance (Character creation & development, Ability to memorize and perform roles, Monologues, One-Act Play)	Experiments, through improvisation, with elements of performance, playwriting and theatricality.	Bi-weekly to monthly (depending on length of dramatic performance)	65%



In-class participation (Willingness to perform multiple roles or functions to express themselves)	Puts established conventions into practice and adjusts his/her performance to that of the others.	Weekly	35%
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Term 2 (20%)

General Timeline: November 10th, 2025 – February 6th, 2026

Competencies evaluated: Creates dramatic works & performs dramatic works

Cross Curricular Competencies: Communicates Effectively

- Explores various ways of conveying creative ideas through dramatic action
- Is receptive to ideas, images, emotions, sensations or impressions evoked by the stimulus
- Explores various ways of conveying creative ideas through dramatic action
- Keeps records of his/her ideas
- Makes use of sensory and kinesthetic experiences

Evaluation Methods/Tools	Skill(s) Evaluated	Timeline or Frequency of Evaluations	Weight of Evaluation
Individual Performance (Character creation & development, Ability to memorize and perform roles, Monologues, One-Act Play)	Explores various ways of conveying creative ideas through dramatic action. Is receptive to ideas, images, emotions, sensations or impressions evoked by the stimulus. Explores various ways of conveying creative ideas through dramatic action.	Bi-weekly to monthly (depending on length of dramatic performance)	65%



In-class participation (Willingness to perform multiple roles or functions to express themselves)	Puts established conventions into practice and adjusts his/her performance to that of the others.	Weekly	35%
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Term 3 (60%)

General Timeline: February 9th, 2026 – June 22nd, 2026

Competencies evaluated: Creates dramatic works, performs dramatic works & appreciates dramatic works

Cross Curricular Competencies: Communicates Effectively

- Chooses dramatic actions that hold their interest and envisions his/her creative project
- Explores various ways of conveying creative ideas through dramatic action
- Adapts selected elements of dramatic language to bring out the character and action
- Identifies significant elements, based on a variety of criteria
- Identifies expressive and symbolic elements and establishes a relationship with what they felt
- Makes connections between these elements

Evaluation Methods/Tools	Skill(s) Evaluated	Timeline or Frequency of Evaluations	Weight of Evaluation
Individual Performance (Character creation & development, Ability to memorize and perform roles, Monologues, One-Act Play)	Chooses dramatic actions that hold their interest and envisions his/her creative project. Explores various ways of conveying creative ideas through dramatic action. Adapts selected elements of dramatic language to bring out the character and action.	Bi-weekly to monthly (depending on length of dramatic performance)	65%



In-class participation (Willingness to perform multiple roles or functions to express themselves)	Puts established conventions into practice and adjusts his/her performance to that of the others.	Weekly	35%
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Comments about MEQ Evaluations:

Students' participation in their evaluation is essential because they can thus learn to identify their learning and the ways in which they are using it. Whether creating, performing or appreciating dramatic works, students experience the advantages, challenges and synergy of teamwork.

Communication to Students and Parents:

Email: jjames@emsb.qc.ca or via student's agenda

Class website: <https://classroom.google.com/c/Nzc0NzAwMzk1NzY5>

Class code: ray73ogw

Materials/Routines/Other:

- Running shoes
- Binder
- Paper
- Pen or pencil

Important Reporting Dates:

Progress Report: October 15th, 2025

Term 1 → Parent/Teacher interview: November 20th, 2025

Term 2 → Parent/Teacher interview: February 19th, 2026

Term 3 → Available online by July 2026

Late work policy:

All projects and performances require students to be present and in class to receive credit. In fairness to their peers, students who are absent for group project creation, rehearsal and performances cannot receive credit. Individual written work, such as the project reflections and theatrical work responses, can only be accepted up to one day after the deadline. Work submitted one day late will be graded at a maximum of 70% with an additional 5% taken off per day late up to 50%. Exceptions for students whose IEPs allow for supplementary time will, of course, be respected. Please note that students will be given sufficient time to complete work in class.