

**SCALES  
OF COMPETENCY LEVELS**

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SECONDARY SCHOOL EDUCATION  
CYCLE TWO

# Drama

Third Edition  
Secondary III, IV and V

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OF COMPETENCY LEVELS**

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# Foreword

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that teachers must prepare in Secondary Cycle Two. Part I of this document is intended to provide additional information on the nature of these instruments and how they are meant to be used. The scales for each subject are then presented in Part II.

It should be noted that this third edition contains the scales for Secondary III, IV and V, and replaces the earlier editions, published in 2007 and 2008, of the scales of competency levels for Secondary Cycle Two.

## Part I: Introduction

# Introduction

## An Official Tool for All Teachers

The scales of competency levels were designed to enable teachers to determine the competency levels attained by students at the end of each year in Secondary Cycle Two, and their use is prescribed by the *Basic school regulation* (section 30.1).

## A Uniform Model for All Subjects

To ensure that the scales for all subjects have the same format, a model composed of five competency levels was selected. Table 1 outlines the general model that served as the basis for defining the competency levels for all the subjects, at both the elementary and secondary levels.

### Outline of the scales of competency levels

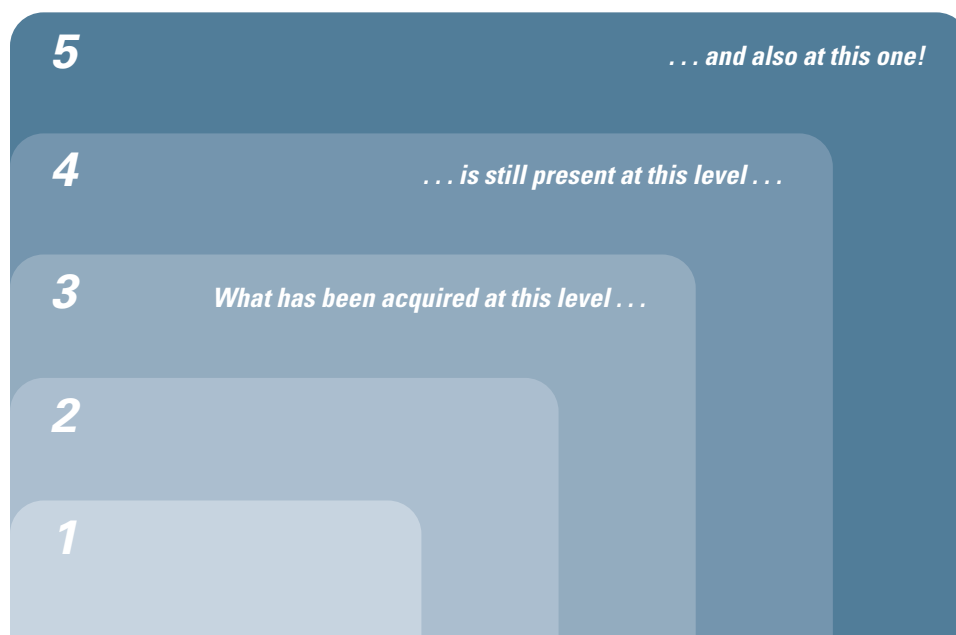
LEVEL	COMPREHENSIVE ASSESSMENT	MOBILIZATION OF RESOURCES*
5	ADVANCED	The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.
4	THOROUGH	The student mobilizes the full range of resources: he/she performs the tasks correctly.
3	ACCEPTABLE	The student mobilizes the main resources: he/she performs the basic tasks.
2	PARTIAL	The student mobilizes some of the resources, with guidance: he/she has trouble performing the tasks.
1	MINIMAL	The student mobilizes few resources: he/she partially performs the tasks or performs them with constant help.

\* Resources: the *Program Content* section of each subject-specific program “describes the learning essential for the development and exercise of the competency. . . . It includes learning related to concepts, methods, strategies, processes, techniques and attitudes.” (See *Québec Education Program, Secondary Cycle Two*, chapter 4, p. 28.)

The description of each competency level is consistent with the content of the Québec Education Program, but is not a literal reiteration of that content. It is not a matter of defining learning objectives, but of proposing reference points that can be used as a guide in making an assessment with respect to the student’s level of competency development at the end of each year of Secondary Cycle Two.

In general, each level describes concrete achievements that are typical for the students who have attained them. When viewed in its entirety, each description implies that some choices had to be made so that only certain aspects, typical of that competency level, were retained. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified. The competency level descriptions appear in the form of structured paragraphs and these profiles pertain as much to the processes or procedures adopted by the student as they do to the results he or she finally achieves.

It should be noted that the levels progressively subsume each other. In other words, an aspect of a competency deemed to have been acquired at a given competency level is presumed to have been acquired at the superior levels.



### The Distinctive Feature of Level 1

The wide range of observable behaviours possible for a competency exhibiting minimal development makes it difficult to draw up a typical profile for level 1. In fact, competency level 1 is attributed to students who have not attained level 2. Thus the description of level 1 is often brief and usually mentions that the student needs ongoing support to successfully carry out the tasks assigned to him or her.

### Cross-Curricular Competencies

The descriptions contained in the scales for the various subjects take the cross-curricular competencies into account, since their development is closely linked to that of the subject-specific competencies. The presence of elements associated with cross-curricular competencies, particularly at the higher levels of the scales for each subject, indicates their importance for students' educational success and highlights the fact that they must be specifically targeted by planned learning and evaluation situations.

### Particular Features of the Scales for Secondary Cycle Two

While the scales of competency levels for Secondary Cycle Two are an extension of those for Secondary Cycle One, they have their own particular features, since a competency report must be prepared at the end of each year. In this context, under the heading *Development of the Competency*, the Québec Education Program provides guidelines for planning the learning and evaluation to be carried out each year, for each competency. The introduction to each scale restates elements of these guidelines, highlighting those that have an impact on the preparation of the competency report.



## Use of the Scales

The competency report is not the result of some mathematical calculation made on the basis of results recorded during the cycle; it is, rather, an assessment of the level of competency a student has attained, that is, of the student's ability to effectively draw on and use the resources specified in the Québec Education Program (concepts, methods, strategies, processes, techniques, attitudes). Analysis of the observations made makes it possible to obtain a portrait of the student's competency development and to match it with one of the levels on the scale. Keep in mind that this is a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the recorded data.

Since the descriptions contained in the scales are relatively short, they cannot specify all the aspects that must be taken into account in making an assessment of competency development. Different evaluation tools (e.g. rubrics, checklists) are therefore needed to gather more specific, complete information in order to give students feedback during the learning process and to provide a foundation for teachers' assessments. Since these are based on relevant and sufficient records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed.

It is therefore important that students who are at risk of not progressing beyond the lower levels of the scale (1 and 2) be identified as early as possible, and given appropriate support. A pedagogical diagnosis and proposals for support measures could be provided along with the competency report in such a case (for example, within an individualized education plan).

In the interests of greater transparency, teachers are encouraged to familiarize the students and their parents with the scales, to ensure that they understand the competency level descriptions and the manner in which they will be used.

### MAIN PRACTICES TO BE ESTABLISHED FOR PREPARING COMPETENCY REPORTS

- Provide the students with frequent and varied opportunities to demonstrate their competencies.
- Explain the scales and their purpose to students and parents.
- Keep relevant and sufficient records of student learning.
- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a level.
- Where called for, report more detailed information for certain students (e.g. those with an individualized education plan).

## Part II: The Scales

### 1. Drama

#### Compulsory Program

*It should be noted that the scales for the compulsory program are different than those for the optional programs in order to better reflect the nature of this program. The compulsory program is part of general education, whereas the optional programs are designed for students who wish to explore the subject in more depth. The requirements for these scales also take into consideration the amount of teaching time designated for the programs in the timetable.*

## DRAMA

### Competency 1: Creates dramatic works

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in creating dramatic works, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

**Generally speaking, the pedagogical context should enable students to:**

- make use of various stimuli for creation
- mobilize strategies associated with the creative dynamic
- make use of elements of content studied, in accordance with their creative intention
- work alone, in a team or as a group

Since the descriptions of the competency levels in the compulsory program are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

**Among other things, the situations chosen should enable Secondary III students to:**

- improvise, taking into account certain elements of dramatic performance
- compose short dramatic scenes
- present dramatic scenes in the classroom in front of classmates

**Among other things, the situations chosen should enable Secondary IV students to:**

- improvise, making use of elements of dramatic performance
- compose short scenes, making use of dramatic writing and staging
- present dramatic scenes in the classroom in front of classmates

**Among other things, the situations chosen should enable Secondary V students to:**

- compose short dramatic scenes, making use of dramatic writing and staging
- direct simple dramatic productions
- present dramatic scenes and productions in the classroom and on stage, in front of classmates or a school audience

## Creates dramatic works

5

### *Advanced competency development*

Plans the steps of his/her creative work. Creates roles in a written script, experiments with the different traits of his/her characters and adds stage directions to clarify the intentions of his/her characters. Uses the performance space to his/her advantage. Uses appropriate elements of theatrical structure (visual and sound elements, ensemble work and theatrical techniques) to transpose ideas to the stage and enrich his/her creations. Justifies his/her creative choices and identifies the learning accomplished.

4

### *Thorough competency development*

Makes use of the ideas that best suit his/her creation. Invents credible characters and stories drawn from his/her personal experience or popular culture. Takes into account the distinctive traits of a character and organizes the performance space to support his/her creative projects. Establishes conventions pertaining to the unity of time, space and action, and contributes to the work of his/her team. Describes his/her creative experiences.

3

### *Acceptable competency development*

Organizes his/her creations (beginning, development, end) and recreates the same types of characters. Uses stage directions to indicate stage movements. Takes the audience into account when organizing performance space. Adjusts his/her creations in response to suggestions for improvements. Respects the performance conventions established by the team and completes his/her projects. Talks about the main steps in his/her creative projects.

2

### *Partial competency development*

With help, carries out his/her creative projects. Composes his/her stories by repeating the ideas of others. Uses gestures that are primarily his/her own rather than those of the character. Makes minimal use of the performance space. Briefly describes his/her creative experiences.

1

### *Minimal competency development*

Presents his/her creations in preliminary form. Carries out short improvisations with the support of classmates or the teacher. Uses elements of the stage design that are already in place. With help from the teacher, determines a few traits of his/her characters and adds an ending.

## DRAMA

### Competency 2: Performs dramatic works

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in performing dramatic works, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

**Generally speaking, the pedagogical context should enable students to:**

- make use of various stimuli for performance
- explore a repertoire drawn from various historical periods and cultures
- make use of elements of content studied, in accordance with their intentions
- work alone, in a team or as a group

Since the descriptions of the competency levels in the compulsory program are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

**Among other things, the situations chosen should enable Secondary III students to:**

- play a character, taking into account the expressive elements of the work
- present dramatic works in a spatial dimension while making use of elements of theatrical structure and ensemble work
- present simple dramatic productions in the classroom in front of their classmates

**Among other things, the situations chosen should enable Secondary IV students to:**

- play a character, taking into account the expressive elements of the work
- present dramatic works in a spatial dimension while using visual and sound elements
- present public readings in the classroom, in front of classmates and in front of a school audience

**Among other things, the situations chosen should enable Secondary V students to:**

- play a character while making use of the expressive elements of the work
- present dramatic works in a spatial dimension while using theatrical structure
- present public readings and simple dramatic productions in the classroom or on stage, in front of classmates or a school audience

## Performs dramatic works

5

### *Advanced competency development*

Becomes familiar with the work by assimilating traits of the characters and exploring different ways of playing them. Expresses the emotions of the characters. Adds relevant visual and sound elements, and makes appropriate use of costumes. Directs the physical staging arrangements of his/her team and reacts appropriately to unexpected situations. Justifies his/her performance choices and identifies the learning accomplished.

4

### *Thorough competency development*

Takes into account the distinctive features of the types of speech, motivations and traits of the characters. Uses nonverbal means of communicating the characters' emotions. Respects conventions and elements of ensemble work in shaping his/her performances. Makes use of the entire performance space and moves the performance forward. Adjusts his/her performances in light of comments received.

3

### *Acceptable competency development*

Explores the basic traits of his/her characters taking into account stage directions and some dramatic actions. Speaks the lines clearly and on cue. Uses the visual and sound elements available and integrates costumes and accessories into his/her performances. Establishes visual contact with performance partners and maintains his/her concentration when an error is pointed out. Describes his/her performance choices.

2

### *Partial competency development*

Describes the connections between the characters in the play and, with help, explores the traits of his/her characters. Carries out some basic blocking movements and uses, with no changes, examples suggested by classmates to play a character. Respects simple performance conventions and the established staging arrangements. Briefly describes his/her performance experiences.

1

### *Minimal competency development*

Carries out the tasks with constant assistance. Chooses minor roles exclusively and plays with the script in hand. Wears the appropriate costume during performances and uses the material assigned to him/her.

## DRAMA

### Competency 3: Appreciates dramatic works

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in appreciating dramatic works, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

**Generally speaking, the pedagogical context should enable students to:**

- make use of various stimuli for appreciation
- explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources
- identify elements of content studied based on suggested appreciation approaches
- work alone, in a team or as a group
- communicate their appreciation verbally or in writing

Since the descriptions of the competency levels in the compulsory program are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

**Among other things, the situations chosen should enable Secondary III students to:**

- consider dramatic performances produced by classmates

**Among other things, the situations chosen should enable Secondary IV students to:**

- consider the historical aspects of professional dramatic performances
- consider dramatic performances produced by classmates

**Among other things, the situations chosen should enable Secondary V students to:**

- consider the sociocultural aspects of professional dramatic performances
- consider dramatic performances produced by classmates

## Appreciates dramatic works

5

### *Advanced competency development*

Emphasizes the contribution of visual and sound elements used in the production. Suggests relevant personal appreciation criteria. Communicates his/her appreciation clearly and illustrates his/her comments with concrete examples. Comments on the artistic choices of classmates and prompts discussion by asking pertinent questions.

4

### *Thorough competency development*

Makes connections between the concepts introduced in the classroom and what he/she has seen on stage. Distinguishes the different levels of language in the works. Expresses his/her opinion of the use of performance space and of visual and sound elements. Makes use of his/her cultural references and artistic experiences to support his/her appreciations. Communicates his/her appreciations using subject-specific vocabulary.

3

### *Acceptable competency development*

Formulates his/her appreciations by taking into account the selected criteria. Comments on some traits of the characters and identifies stereotypes. Summarizes the scene or dramatic sequence and describes the performance space and some visual elements.

2

### *Partial competency development*

Identifies a visual or sound element that caught his/her attention. Uses the observation strategies suggested by the teacher and expresses an incomplete opinion based on one aspect of the dramatic sequence.

1

### *Minimal competency development*

With help from the teacher, describes the broad outlines of the dramatic sequences. Identifies the obvious elements of the productions. Expresses a simple impression such as "I liked it" or "I didn't like it" or agrees with comments he/she heard from others.



## Part II: The Scales

### 2. Drama

#### Optional Program and Multimedia Optional Program

*It should be noted that the scales for the optional programs are different than those for the compulsory program in order to better reflect the nature of each program. The compulsory program is part of general education, whereas the optional programs are designed for students who wish to explore the subject in more depth. The requirements for these scales also take into consideration the amount of teaching time designated for the programs in the timetable.*

## DRAMA

### Competency 1: Creates dramatic works

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in creating dramatic works, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

**Generally speaking, the pedagogical context should enable students to:**

- make use of various stimuli for creation
- mobilize strategies associated with the creative dynamic
- make use of elements of content studied, in accordance with their creative intention
- work alone, in a team or as a group

Since the descriptions of the competency levels in the optional programs are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

**Among other things, the situations chosen should enable Secondary III students to:**

- **Optional program:**
  - improvise and compose short dramatic scenes
  - present their creations in the classroom or on stage, in front of classmates or a school audience
- **Multimedia optional program:**
  - compose and produce short dramatic scenes and multimedia performances
  - present their creations in front of classmates

**Among other things, the situations chosen should enable Secondary IV students to:**

- **Optional program:**
  - improvise, compose and stage short dramatic scenes and developed dramatic productions
  - present their creations in the classroom or on stage, in front of classmates or a school audience
- **Multimedia optional program:**
  - compose and produce dramatic or multimedia performances, adapting the space and the visual and sound elements to the media chosen
  - present dramatic scenes in class or in a broadcasting setting, in front of their classmates or a school audience

**Among other things, the situations chosen should enable Secondary V students to:**

- **Optional program:**
  - compose dramatic scenes
  - stage developed dramatic productions
  - adapt literary works for the stage by using the language of drama
  - present dramatic scenes and productions in class, on stage or in non-conventional venues, in front of classmates, a school audience or a public audience
- **Multimedia optional program:**
  - compose dramatic scenes
  - adapt literary works for the stage by transposing elements of the language of drama into sounds and images
  - produce dramatic and multimedia performances
  - present performances in class or in another broadcast setting, in front of classmates or a school audience

## Creates dramatic works

5

### *Advanced competency development*

Plans the steps of the creative work to be accomplished and encourages the exchange of ideas to stimulate his/her team. Creates roles in a written script and adds stage directions to clarify the intentions of his/her characters. Incorporates several elements of the language of drama into his/her creations. Makes use of visual and sound elements and develops appropriate set designs to enrich his/her creations. Justifies his/her creative choices and identifies the learning accomplished.

4

### *Thorough competency development*

Improvise the outline of the story and makes use of the ideas that best suit his/her creations. Invents credible characters and stories drawn from his/her personal experience or popular culture. Takes into account the distinctive traits of the character and organizes the performance space to enhance the dramatic situation portrayed in his/her creation. Establishes conventions pertaining to the unity of time, space and action. Adjusts his/her creative projects in response to the comments of classmates, and contributes in a meaningful way to the work of his/her team. Comments on what he/she learned during his/her creative experiences.

3

### *Acceptable competency development*

Explores different approaches and types of characters that result from the stimulus for creation. Organizes his/her creations (beginning, development, end) and uses stage directions to indicate blocking. Uses documentary material and resources provided (visual and sound elements) and takes the audience into account when organizing performance space. Adjusts his/her creations and modifies certain aspects of his/her characters in response to suggestions for improvements. Respects the performance conventions established by the team and completes his/her projects. Describes the main steps in his/her creative projects.

2

### *Partial competency development*

Makes a brief outline of his/her creative projects and carries out the expected tasks, with help. Composes his/her stories by repeating the ideas of others. Uses gestures that are primarily his/her own rather than those of the character or constructs his/her characters from stereotypes. Makes minimal use of the performance stage. Briefly describes his/her creative experiences.

1

### *Minimal competency development*

Presents his/her creations in preliminary form. Carries out short improvisations with the support of classmates or the teacher. Uses elements of the stage design that are already in place. With help from the teacher, determines a few traits of his/her characters and adds an ending.

## DRAMA

### Competency 2: Performs dramatic works

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in performing dramatic works, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

**Generally speaking, the pedagogical context should enable students to:**

- make use of various stimuli for performance
- explore a repertoire drawn from various historical periods and cultures
- make use of elements of content studied, in accordance with their intentions
- work alone, in a team or as a group

Since the descriptions of the competency levels in the optional programs are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

**Among other things, the situations chosen should enable Secondary III students to:**

- **Optional program:**
  - play a character while making use of certain expressive elements in the work
  - present dramatic works in a spatial dimension while making use of visual and sound elements
  - present simple dramatic productions and public readings, in class or on stage, in front of classmates or a school audience
- **Multimedia optional program:**
  - play a character, taking into account the expressive elements of the work
  - create dramatic and multimedia performances
  - present multimedia performances in front of classmates

**Among other things, the situations chosen should enable Secondary IV students to:**

- **Optional program:**
  - play a character, taking into account the expressive elements of the work
  - present dramatic works in a spatial dimension while making use of theatrical structure
  - present dramatic productions in class or on stage, in front of classmates or a school audience
- **Multimedia optional program:**
  - play a character, taking into account the expressive elements of the work
  - create dramatic and multimedia performances
  - present multimedia productions in class or in a broadcast setting, in front of classmates or a school audience

**Among other things, the situations chosen should enable Secondary V students to:**

- **Optional program:**
  - play a character while making use of the expressive elements of the work
  - direct dramatic works in a spatial dimension while making use of elements of theatrical structure
  - adapt theatrical works, respecting their content
  - present developed theatrical works and adaptations in class, on stage or in a non-conventional venue, in front of classmates, a school audience or a public audience
- **Multimedia optional program:**
  - play a character while making use of the expressive elements of the work
  - adapt theatrical works for multimedia while using elements of the language of drama
  - create dramatic and multimedia performances
  - present multimedia productions in a broadcast setting, in front of classmates or a public audience

## Performs dramatic works

5

### *Advanced competency development*

Plans the steps of the performance process. Takes ownership of the work by assimilating traits of characters and exploring different ways of playing them. Accurately expresses the emotions of the characters. Directs the physical staging arrangements of his/her team and adds relevant visual and sound elements. Makes appropriate use of theatrical costumes and venues, and takes classmates' comments into account to improve his/her performance. Accepts all types of roles offered him/her, often on short notice, and reacts appropriately to unexpected situations. Explains his/her performance choices and identifies the learning accomplished.

4

### *Thorough competency development*

Takes into account the distinctive features of the types of speech, motivations and traits of the characters. Uses nonverbal means of communicating the characters' emotions. Respects conventions and elements of ensemble work in shaping his/her performances. Makes relevant use of visual and sound elements, makes full use of the entire performance stage, and moves the performance forward. Adjusts his/her performances in light of comments received.

3

### *Acceptable competency development*

Explores the traits of characters, taking into account stage directions and elements of dramatic actions. Speaks lines convincingly and on cue. Uses the visual and sound elements available in his/her stage movement and integrates costumes and accessories into his/her performances. Establishes visual contact with performance partners and maintains his/her concentration when an error is pointed out. Explains some of his/her performance choices.

2

### *Partial competency development*

Describes the connections between the characters in the play and explores the traits of his/her characters. Takes into account the locations mentioned in the work and carries out scripted blocking movements. Uses examples suggested by classmates to play a character. Briefly describes his/her performance experiences.

1

### *Minimal competency development*

Carries out the tasks with constant assistance. Chooses minor roles exclusively and plays with the script in hand or interprets the script using his/her own words. Wears the appropriate costume during performances and uses the material assigned to him/her. Discusses a particular moment in his/her performance.

## DRAMA

### Competency 3: Appreciates dramatic works

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in appreciating dramatic works, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

**Generally speaking, the pedagogical context should enable students to:**

- make use of various stimuli for appreciation
- explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources
- identify elements of content studied based on suggested appreciation approaches
- work alone, in a team or as a group
- communicate their appreciation verbally or in writing

Since the descriptions of the competency levels in the optional programs are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

**Among other things, the situations chosen should enable Secondary III students to:**

- **Optional program:**
  - consider dramatic performances produced by classmates
- **Multimedia optional program:**
  - consider multimedia productions produced by classmates

**Among other things, the situations chosen should enable Secondary IV students to:**

- **Optional program:**
  - consider dramatic performances produced by classmates
  - consider the historical aspects of dramatic performances
- **Multimedia optional program:**
  - consider dramatic performances produced by classmates
  - consider multimedia productions

**Among other things, the situations chosen should enable Secondary V students to:**

- **Optional program:**
  - consider dramatic performances produced by classmates
  - consider the sociocultural aspects of dramatic performances
- **Multimedia optional program:**
  - consider dramatic performances produced by classmates
  - consider multimedia productions

## Appreciates dramatic works

5

### *Advanced competency development*

Emphasizes the contribution of visual and sound elements used in the production, and identifies elements that move the action forward. Suggests relevant personal appreciation criteria. Illustrates his/her comments with concrete examples and demonstrates a sense of nuance in situations involving communication. Comments on the artistic choices of classmates and prompts discussion by asking pertinent questions. Identifies the main learning acquired during his/her appreciation experiences.

4

### *Thorough competency development*

Makes connections between the concepts introduced in the classroom and what he/she has seen on stage. Distinguishes the different levels of language in the works. Explains how the performance space and visual elements are used. Makes use of his/her cultural references and artistic experiences to support his/her appreciations. Discusses with classmates what he/she felt during the performances and modifies his/her appreciation, where necessary. Communicates his/her appreciations using subject-specific vocabulary.

3

### *Acceptable competency development*

Comments on short scenes using several observation criteria. Comments on the distinctive traits of characters and identifies stereotypes. Summarizes the scene or dramatic sequences and expresses a point of view on the use of the performance space and the visual and sound elements.

2

### *Partial competency development*

Identifies a visual or sound element that caught his/her attention. Uses the observation strategies suggested by the teacher and expresses an opinion based on one aspect of the dramatic sequence.

1

### *Minimal competency development*

With help from the teacher, describes the broad outlines of dramatic sequences. Identifies the obvious elements of the productions. Expresses a simple impression such as "I liked it" or "I didn't like it" or agrees with comments he/she heard from others.

