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ARTS

PROFESSIONAL  
THEATRE (ACTING)

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*PROGRAM OF STUDY*  
*561.C0*

*la*  
**FORMATION**  
**PROFESSIONNELLE et**  
**TECHNIQUE**

Québec 



ARTS

PROFESSIONAL  
THEATRE (ACTING)

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*PROGRAM OF STUDY*  
*561.C0*

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## **INTRODUCTION TO THE PROGRAM**

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The *Professional Theatre (Acting)* program is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners from the business and educational communities.



## VOCABULARY USED

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### **Program**

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

### **Competency**

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

### **Objective**

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

### **Statement of the competency**

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

### **Elements of the competency**

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

## **Standard**

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

## **Achievement context**

For the specific program component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

## **Performance criteria**

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

## **Learning activities**

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.

# PART ONE

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## GOALS OF THE PROGRAM

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The *Professional Theatre (Acting)* program is intended to train professional actors to meet the requirements for performing both new and established theatrical works from Québec and the world, in a variety of venues. At the request of the actors consulted, the program has been designed to produce artists with a well-rounded training,<sup>1</sup> who are able to understand a work and the intentions of its author as well as portray a character and perform a text competently.

Actors must learn roles, inhabit their characters, rehearse scripts and perform them with sensitivity, intelligence and pleasure. They must also stay abreast of developments in theatre and other art forms (locally, nationally and internationally), broaden their general cultural knowledge and be open to various trends and ideas in the arts. They must be able to meet the physical and technical demands of the works in which they perform. As specialists, they must remain in good physical condition by exercising regularly and doing daily warm-up sessions. Actors must also conscientiously maintain and enrich their mastery of acting techniques. Also, in order to deal with the stress involved in the acting profession, they must learn to preserve their mental and physical well-being by acquiring a sense of autonomy and adopting a healthy lifestyle.

Acting always involves a large degree of creativity, curiosity and passion. Actors are routinely asked to participate in the creation of original theatrical works, to express simple and complex emotions in a sensitive manner, and to demonstrate an ability to be open-minded and imaginative. Such individuals should be able to work in a group and collaborate with all of their acting partners. They must also be able to accept direction from a director and his or her assistants. It is essential in this field to respect one's commitments and to acquire a sound sense of professional ethics. A capacity for reflection, courage, audacity, independence of mind, respect and initiative are all qualities that are valued in actors.

The responsibilities and working conditions of actors vary according to the size and means of the theatrical company employing them. The actor's craft is exercised on stage, as well as in other contexts such as radio, television and cinema. English-speaking actors, due to the more limited work opportunities for them in Québec, are subject to special working conditions. They are called to work on stage at short notice, without much rehearsal time. Usually, actors working for an English-speaking theatre sign a contract to work exclusively for that theatre. In addition, these actors are required to travel more often than their colleagues in French-speaking theatre companies.

In accordance with the general goals of general and technical education, the aims of the program-specific component of the *Professional Theatre (Acting)* program are:

to enable students to acquire competence and versatility in the exercise of the profession, to perform roles and carry out the functions, tasks and activities of the occupation at a level acceptable for entry into the job market;

to help students integrate into working life by giving them a general knowledge of job opportunities at the local, national and international levels, as well as a more specific understanding of the acting profession;

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1. Direction générale de la formation professionnelle et technique, *Rapport d'analyse de la situation de travail et de la vie professionnelle des comédiennes et des comédiens* (Québec, Ministère de l'Éducation, 1998), p. 45.

to foster the students' personal growth and continuing professional development by helping them attain greater autonomy and self-understanding and by reinforcing their desire to learn, excel and open their minds to various trends in the arts in general and in theatre in particular;

to provide for the future job mobility of students by helping them to acquire career-management skills.

Furthermore, the *Professional Theatre (Acting)* program is based on the following educational intentions:

- to foster the acquisition of general, artistic and aesthetic knowledge, enabling students to assume the role and function of the artist in society;
- to foster the adoption of rigorous study, analysis and research methods, which are indispensable to theatrical performance;
- to foster the ability to interconnect different areas of learning and assimilate them.

Finally, the program has been designed in accordance with the recommendations of the artists who were consulted. Foremost among them was that “the DEC in *Professional Theatre (Acting)* should focus on providing students with a solid foundation in basic acting techniques and with opportunities to learn different approaches in order to develop an optimal degree of versatility. However, other media, such as television and film, should have a smaller emphasis than theatre in the training.”<sup>2</sup>

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2. Direction générale de la formation professionnelle et technique, *Rapport d'analyse de la situation de travail et de la vie professionnelle des comédiennes et des comédiens* (Québec, Ministère de l'Éducation, 1998), p. 46.

## **THE GOALS OF GENERAL EDUCATION**

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In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

### **The common cultural core**

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- Ø mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- Ø the ability to communicate in other languages, primarily French or English;
- Ø openness to the world and to cultural diversity;
- Ø appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- Ø the ability to situate themselves with respect to the major schools of thought;
- Ø the ability to think critically, independently and reflectively;
- Ø personal and social ethics;
- Ø mastery of knowledge relevant to the development of physical and intellectual well-being;
- Ø awareness of the need to develop habits conducive to good health.

### **Generic skills**

General education allows students to acquire and develop the following generic skills:

- Ø conceptualization, analysis and synthesis;
- Ø coherent reasoning;
- Ø critical judgment;
- Ø articulate expression;
- Ø the ability to apply what they have learned in analyzing situations;

- Ø the ability to apply what they have learned in determining appropriate action;
- Ø mastery of work methods;
- Ø the ability to reflect on what they have learned.

### **Desirable attitudes**

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- Ø autonomy;
- Ø a critical sense;
- Ø awareness of their responsibilities toward themselves and others;
- Ø openmindedness;
- Ø creativity;
- Ø openness to the world.

These outcomes apply to the three general education components, more specifically:

- Ø General education common to all programs, which is allotted 16  $\frac{2}{3}$  credits distributed as follows:
  - Ø language of instruction and literature: 7  $\frac{1}{3}$  credits;
  - Ø humanities or *philosophie*: 4  $\frac{1}{3}$  credits;
  - Ø physical education: 3 credits;
  - Ø second language: 2 credits.
  
- Ø General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
  - Ø language of instruction and literature: 2 credits;
  - Ø humanities or *philosophie*: 2 credits;
  - Ø second language: 2 credits.
  
- Ø Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
  - Ø social sciences;
  - Ø science and technology;
  - Ø modern languages;
  - Ø mathematics literacy and computer science;
  - Ø art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.



## **EDUCATIONAL INTENTIONS OF GENERAL EDUCATION**

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The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.





## LIST OF PROGRAM OBJECTIVES

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### GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.  
or  
000A Communiquer en français avec une certaine aisance.  
or  
000B Communiquer avec aisance en français.  
or  
000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

**GENERAL EDUCATION ADAPTED TO PROGRAMS****(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.  
or
- 000Q Communiquer en français dans un champ d'études particulier.  
or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.  
or
- 000S Dissserter en français sur un sujet lié au champ d'études.

**COMPLEMENTARY GENERAL EDUCATION****(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

**SPECIFIC PROGRAM COMPONENT**

**(65 credits)**

- 01GQ To develop a sensitive perception for dramatic development in a theatrical text
- 01GR To maintain a lifestyle and a program of physical conditioning compatible with the demands of the acting profession
- 01GS To master techniques of voice and speech
- 01GT To master movement techniques
- 01GU To pursue one's aesthetic education
- 01GV To enrich one's knowledge of human behaviour
- 01GW To develop an artistic sensibility
- 01GX To establish interpersonal and professional communication
- 01GY To develop one's creativity
- 01GZ To adapt to different acting styles
- 01H0 To build a character
- 01H1 To participate in rehearsals
- 01H2 To prepare for a performance
- 01H3 To perform on stage
- 01H4 To manage one's professional life

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Objective and standard common to the programs *Professional Theatre (Acting)* and *Professional Theatre (Design)*.



## PART TWO

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**OBJECTIVES AND STANDARDS -  
GENERAL EDUCATION COMMON TO ALL  
PROGRAMS**

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OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To analyze and produce various forms of discourse.</p> <p><b>Elements</b></p> <p>1 To identify the characteristics and functions of the components of discourse.</p>	<p><b>Performance criteria</b></p> <p>1.1 Accurate explanation of the denotation of words.</p> <p>1.2 Adequate recognition of the appropriate connotation of words.</p> <p>1.3 Accurate definition of the characteristics and function of each component.</p>

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To apply a critical approach to literary genres.</p> <p><b>Elements</b></p> <p>1 To distinguish genres of literary discourse.</p>	<p><b>Performance criteria</b></p> <p>1.1</p>

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To apply a critical approach to a literary theme.</p> <p><b>Elements</b></p> <p>1 To recognize the treatment of a theme within a literary text.</p> <p>2 To situate a literary text within its cultural context.</p> <p>3 To detect the value system inherent in a literary text.</p> <p>4 To explicate a text from a thematic perspective.</p>	<p><b>Performance criteria</b></p> <p>1.1 Clear recognition of elements within the text which define and reinforce a theme and its development.</p> <p>1.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>2.1 Appropriate recognition of a text as an expression of cultural context.</p> <p>2.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text.</p> <p>4.1 Selective use of an appropriate terminology.</p> <p>4.2 Effective presentation of a 1000-word integrated response to a text.</p>
<p>LEARNING ACTIVITIES</p>	
<p><b>Discipline :</b> English</p> <p><b>Weighting :</b> 2-2-3</p> <p><b>Credits :</b> 2 1/3</p>	



GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To apply a critical thought process to world views.</p> <p><b>Elements</b></p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p>	<p><b>Performance criteria</b></p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>

LEARNING ACTIVITIES

**Discipline :** Humanities  
**Weighting :** 3-0-3  
**Credits :** 2

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I) CODE : 0017

OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Appliquer les notions de base de la communication en français courant.</p> <p><b>Éléments</b></p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p><b>Critères de performance</b></p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
<p>LEARNING ACTIVITIES</p>	
<p><b>Discipline :</b> Français, langue seconde</p> <p><b>Pondération :</b> 2-1-3</p> <p><b>Unités :</b> 2</p>	

OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer en français avec une certaine aisance.</p> <p><b>Éléments</b></p> <p>1 Interpréter un texte oral simple de trois minutes en français courant.</p> <p>2 Produire un texte oral planifié de cinq minutes en français courant.</p> <p>3 Interpréter un texte écrit en français courant.</p> <p>4 Rédiger un texte simple en français courant.</p>	<p><b>Critères de performance</b></p> <p>1.1 Distinction claire des principaux éléments du texte oral.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis des idées et des sujets traités dans le texte.</p> <p>2.1 Emploi pertinent du vocabulaire courant.</p> <p>2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>2.3 Formulation claire et cohérente du propos.</p> <p>3.1 Distinction claire des principaux éléments du texte.</p> <p>3.2 Explication précise du sens des mots dans le texte.</p> <p>3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.</p> <p>4.1 Respect du code grammatical et orthographique.</p> <p>4.2 Utilisation judicieuse des principaux éléments du corpus.</p> <p>4.3 Formulation claire et cohérente des phrases.</p> <p>4.4 Articulation cohérente des paragraphes.</p> <p>4.5 Rédaction d'un texte de 200 mots.</p>
<b>LEARNING ACTIVITIES</b>	
<p><b>Discipline :</b> Français, langue seconde</p> <p><b>Pondération :</b> 2-1-3</p> <p><b>Unités :</b> 2</p>	



OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer avec aisance en français.</p> <p><b>Éléments</b></p> <p>1 Produire un texte oral planifié de cinq minutes de complexité moyenne.</p> <p>2 Commenter un texte écrit de complexité moyenne.</p> <p>3 Rédiger un texte de complexité moyenne.</p>	<p><b>Critères de performance</b></p> <p>1.1 Emploi pertinent du vocabulaire courant.</p> <p>1.2 Adaptation à l'interlocuteur ou à l'interlocutrice.</p> <p>1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>1.4 Formulation claire et cohérente du propos.</p> <p>1.5 Agencement pertinent des idées.</p> <p>2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.</p> <p>2.2 Explication précise du sens des mots dans le texte.</p> <p>2.3 Distinction précise des idées principales et secondaires, des faits et des opinions.</p> <p>2.4 Formulation d'éléments implicites.</p> <p>3.1 Respect du code grammatical et orthographique.</p> <p>3.2 Adaptation au lecteur ou à la lectrice.</p> <p>3.3 Utilisation judicieuse des principaux éléments du corpus.</p> <p>3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes.</p> <p>3.5 Articulation cohérente des paragraphes.</p> <p>3.6 Rédaction d'un texte de 350 mots.</p>
<b>LEARNING ACTIVITIES</b>	
<p><b>Discipline :</b> Français, langue seconde</p> <p><b>Pondération :</b> 2-1-3</p> <p><b>Unités :</b> 2</p>	

OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Traiter d'un sujet culturel et littéraire.</p> <p><b>Éléments</b></p> <p>1 Analyser un texte culturel ou littéraire.</p> <p>2 Rédiger un texte sur un sujet culturel ou littéraire.</p>	<p><b>Critères de performance</b></p> <p>1.1 Formulation personnelle des éléments principaux du texte.</p> <p>1.2 Inventaire des thèmes principaux.</p> <p>1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.</p> <p>1.4 Repérage des valeurs véhiculées.</p> <p>1.5 Repérage juste de la structure du texte.</p> <p>1.6 Articulation claire d'un point de vue personnel.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Respect du code grammatical et orthographique.</p> <p>2.3 Adaptation au lecteur ou à la lectrice.</p> <p>2.4 Utilisation judicieuse des principaux éléments du corpus.</p> <p>2.5 Formulation claire et cohérente d'un texte de 500 mots.</p> <p>2.6 Articulation claire d'un point de vue personnel.</p>
<b>LEARNING ACTIVITIES</b>	
<p><b>Discipline :</b> Français, langue seconde</p> <p><b>Pondération :</b> 3-0-3</p> <p><b>Unités :</b> 2</p>	

GENERAL EDUCATION COMMON

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION  
CODE : 0065

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To improve one's effectiveness when practising a physical activity.</p> <p><b>Elements</b></p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p><b>Performance criteria</b></p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
<p>LEARNING ACTIVITIES</p>	
<p><b>Discipline :</b> Physical Education</p> <p><b>Weighting :</b> 0-2-1</p> <p><b>Credits :</b> 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :  
PHYSICAL EDUCATION

CODE : 0066

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To demonstrate one's responsibility for being physically active in a manner which promotes health.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 To combine effective practice with a health promotional approach to physical activity.</li> <li>2 To manage a personal physical activity program.</li> </ol>	<p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Integration of effective practice with factors which promote health in the practice of a physical activity.</li> <li>2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis.</li> <li>2.2 Proper formulation of objectives to achieve in one's personal program.</li> <li>2.3 Appropriate choice of activity or activities for one's personal program.</li> <li>2.4 Appropriate planning of how the activity or activities in the personal program are carried out.</li> <li>2.5 Appropriate choice of criteria to measure program objective attainment.</li> <li>2.6 Periodic statement of the time invested and the activities carried out during the program.</li> <li>2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity.</li> <li>2.8 Appropriate and periodic adjustment of objectives or action plan.</li> </ol>
<p><b>LEARNING ACTIVITIES</b></p>	
<p><b>Discipline :</b> Physical Education</p> <p><b>Weighting :</b> 1-1-1</p> <p><b>Credits :</b> 1</p>	

**OBJECTIVES AND STANDARDS -  
GENERAL EDUCATION ADAPTED TO PROGRAMS**

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OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To communicate in the forms of discourse appropriate to one or more fields of study.</p> <p><b>Elements</b></p> <p>1 To identify the forms of discourse appropriate to given fields of study.</p> <p>2 To recognize the discursive frameworks appropriate to given fields of study.</p> <p>3 To formulate a discourse.</p>	<p><b>Performance criteria</b></p> <p>1.1 Accurate recognition of specialized vocabulary and conventions.</p> <p>1.2 Accurate recognition of the characteristics of the form of discourse.</p> <p>2.1 Clear and accurate recognition of the main ideas and structure.</p> <p>2.2 Appropriate distinction between fact and argument</p> <p>3.1 Appropriate choice of tone and diction.</p> <p>3.2 Correctly developed sentences.</p> <p>3.3 Clearly and coherently developed paragraphs.</p> <p>3.4 Appropriate use of program-related communication strategies.</p> <p>3.5 Formulation of a 1000-word discourse.</p> <p>3.6 Thorough revision of form and content.</p>

LEARNING ACTIVITIES25 TDliB0625 Tc 0 Tw (2.2) Tj 13.5 0 TD 0 Tc 0.18

2.2



OBJECTIVE	STANDARD
Statement of the competency	Tj 173575 0 TD 0 Tc 0.1875 Tw ( ) Tj E-73575 0-2 Tf /F1 91.25 Tf -

OBJECTIVE

STANDARD Acting)

OBJECTIVE	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer en français dans un champ d'études particulier.</p> <p><b>Elements</b></p> <p>1 Distinguer les types de textes propres au champ d'études.</p> <p>2 Interpréter des textes représentatifs du champ d'études.</p> <p>3 Utiliser des techniques de production de textes appropriées au champ d'études.</p>	<p><b>Performance criteria</b></p> <p>1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.</p> <p>2.1 Distinction claire des principaux éléments du texte.</p> <p>2.2 Interprétation claire du vocabulaire spécialisé.</p> <p>2.3 Repérage précis des idées et des sujets traités.</p> <p>2.4 Utilisation pertinente des techniques de lecture et d'écoute.</p> <p>3.1 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>3.2 Respect du niveau de langue et du code grammatical.</p> <p>3.3 Formulation claire et cohérente du propos.</p> <p>3.4 Utilisation pertinente des techniques d'expression.</p>
<b>ACTIVITÉS D'APPRENTISSAGE</b>	
<p><b>Discipline :</b> Français, langue seconde</p> <p><b>Nombre d'heures-contact :</b> 45</p> <p><b>Nombre d'unités :</b> 2</p>	

OBJECTIVE	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer avec aisance en français dans un champ d'études particulier.</p> <p><b>Elements</b></p> <p>1 Commenter des textes propres au champ d'études.</p> <p>2 Produire un texte sur un sujet lié au champ d'études.</p>	<p><b>Performance criteria</b></p> <p>1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis de la structure du texte.</p> <p>1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions.</p> <p>1.5 Emploi juste du vocabulaire spécialisé.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Respect du niveau de langue et du code grammatical.</p> <p>2.4 Formulation claire et cohérente du propos.</p> <p>2.5 Agencement pertinent des idées.</p> <p>2.6 Adéquation entre forme et fond.</p>
<b>ACTIVITÉS D'APPRENTISSAGE</b>	
<p><b>Discipline :</b> Français, langue seconde</p> <p><b>Nombre d'heures-contact :</b> 45</p> <p><b>Nombre d'unités :</b> 2</p>	

OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Dissérer en français sur un sujet lié au champ d'études.</p> <p><b>Éléments</b></p> <p>1 Analyser un texte lié au champ d'études.</p> <p>2 Rédiger un texte sur un sujet lié au champ d'études.</p>	<p><b>Critères de performance</b></p> <p>1.1 Distinction précise des caractéristiques formelles des types particuliers de textes.</p> <p>1.2 Formulation personnelle des éléments principaux.</p> <p>1.3 Inventaire des thèmes principaux.</p> <p>1.4 Repérage juste de la structure du texte.</p> <p>1.5 Relevé d'indices qui permettent de situer le texte dans son contexte.</p> <p>1.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> <p>1.7 Association juste des éléments du texte au sujet traité.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte.</p> <p>2.4 Formulation claire et cohérente du texte.</p> <p>2.5 Respect du code grammatical et orthographique.</p> <p>2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p>

**OBJECTIVES AND STANDARDS -  
COMPLEMENTARY GENERAL EDUCATION**

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COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X

OBJECTIVE

STANDARD

OBJECTIVE

STANDARD

**Statement of the competency**



OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To communicate on familiar topics in a modern language.</p> <p><b>Elements</b></p> <p>1 Understand the meaning of a verbal message.</p> <p>2 Understand the meaning of a written message.</p> <p>3 Express a simple message verbally, using sentences of average complexity.</p> <p>4 Write a text on a given subject, using sentences of average complexity.</p>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will have a conversation that includes at least 15 lines of dialogue.</li> <li>• They will write a text consisting of at least 20 sentences for Latin-alphabet languages.</li> <li>• They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.</li> <li>• Students will be exposed to:                             <ul style="list-style-type: none"> <li>– common situations in everyday life</li> <li>– simple topics from everyday life</li> </ul> </li> <li>• Reference materials may be used.</li> </ul> <p><b>Performance criteria</b></p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate identification of words and idiomatic expressions.</p> <p>1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>1.3 Logical connection between the various elements of the message.</p> <p>2.1 Accurate identification of words and idiomatic expressions.</p> <p>2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>2.3 Logical connection between the various elements of the message.</p> <p>3.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>3.2 Appropriate application of grammar rules.</p> <p>3.3 Use of verbs in the present indicative.</p> <p>3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>3.5 Understandable pronunciation.</p> <p>3.6 Coherent sequence of sentences of average complexity.</p> <p>3.7 Conversation</p> <p>4.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>4.2 Appropriate application of grammar rules.</p> <p>4.3 Use of verbs in the present and past indicative.</p> <p>4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>4.5 Coherent sequence of sentences of average complexity.</p> <p>4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.</p>
<b>LEARNING ACTIVITIES</b>	
<p><b>Number of student-contact hours : :</b> 45</p> <p><b>Number of credits :</b> 2</p>	



COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0011
OBJECTIVE	STANDARD	
<p><b>Statement of the competency</b></p> <p>To recognize the role of mathematics or informatics in contemporary society.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics.</li> <li>2 Describe the evolution of mathematics or informatics.</li> <li>3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.</li> <li>4 Illustrate the diversity of mathematical or informatics applications.</li> <li>5 Evaluate the impact of mathematics or informatics on individuals and organizations.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Identification of basic notions and concepts.</li> <li>1.2 Identification of main branches of mathematics or informatics.</li> <li>1.3 Appropriate use of terminology.</li> <li>2.1 Descriptive summary of several major phases.</li> <li>3.1 Demonstration of the existence of important contributions, using concrete examples.</li> <li>4.1 Presentation of a range of applications in various areas of human activity, using concrete examples.</li> <li>5.1 Identification of several major influences.</li> <li>5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities.</li> <li>5.3 Recognition of the advantages and disadvantages of these influences.</li> </ol>	
<b>LEARNING ACTIVITIES</b>		
<p><b>Number of student-contact hours :</b> 45</p> <p><b>Number of credits :</b> 2</p>		

OBJECTIVE

STANDARD



OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To consider various forms of art produced by aesthetic practices.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Develop an appreciation for the dynamics of the imagination in art.</li> <li>2 Describe art movements.</li> <li>3 Give a commentary on a work of art.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will use a specified work of art and write a commentary of approximately 750 words.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Precise explanation of a creative process connected to the construction of an imaginary universe.</li> <li>2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement.</li> <li>3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.</li> </ol>

**LEARNING ACTIVITIES**

**Number of student-contact hours :** 45  
**Number of credits :** 2

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To produce a work of art.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Recognize the primary forms of expression of an artistic medium.</li> <li>2 Use the medium.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• of the language and techniques specific to the medium selected.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres.</li> <li>2.1 Personal, coherent use of elements of language.</li> <li>2.2 Satisfactory application of artistic techniques.</li> <li>2.3 Observance of the requirements of the method of production.</li> </ol>
<p><b>LEARNING ACTIVITIES</b></p>	
<p><b>Number of student-contact hours :</b> 45</p> <p><b>Number of credits :</b> 2</p>	



**OBJECTIVES AND STANDARDS -  
SPECIFIC PROGRAM COMPONENT**

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CODE: 01GN

<b>OBJECTIVE</b>	<b>STANDARD</b>
<b>Statement of the competency</b> To analyze the dramatic structure of a	<b>Achievement context</b>



CODE: 003U

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To situate theatrical works in their historical context.<sup>3</sup></p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To recognize the characteristics of theatrical works that link them to a school, a movement or a literary tradition.</li><li>2. To place in their original social, political and cultural contexts the works and the schools, movements and literary traditions to which they are linked.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• On the basis of the reading of texts to be performed.</li><li>• On the basis of an exchange of opinions with the director and designers.</li><li>• During the planning of a performance.</li><li>• Using reference works on the history of theatre.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Brief description of the main theatrical currents in Western history.</li><li>1.2 Identification of the main differences between the theatrical tradition of the West and that of the East.</li><li>1.3 Recognition of the relevant characteristics of works.</li><li>2.1 Establishment of connections, for each period in Western history, between social, political and cultural development and the appearance of works, schools, movements and literary traditions.</li><li>2.2 Identification of the diverse functions of the theatre and of the role of actors in different periods and contexts.</li></ol>

<sup>3</sup> Objective and standard common to the programs *Professional Theatre (Acting)* and *Professional Theatre (Design)*.





CODE : 01GQ

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To develop a sensitive perception for dramatic development in a theatrical text.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To develop the sensitivity needed to perceive the qualities of a text.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• During:<ul style="list-style-type: none"><li>– personal research and preparatory work for a performance situation;</li><li>– workshops, readings and rehearsals.</li></ul></li><li>• On the basis of the analysis of the work and the role to be performed.</li><li>• Using:<ul style="list-style-type: none"><li>– relevant documentation on the work, its author and the context of its writing;</li><li>– various exploration and research exercises;</li><li>– different media (texts, music, images, etc.);</li><li>– the director’s directions.</li></ul></li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Enrichment of one’s capacity to be moved by a text, its creation, words and language.</li><li>1.2 Understanding and portraying the circumstances and the dramatic development within a work.</li><li>1.3 Explorative research on the settings of the dramatic action.</li><li>1.4 Accurate perception of the power struggles among the characters.</li></ol>

CODE : 01GQ

CODE : 01GR

**O**

3. To apply stress-management strategies.

- 3.1 Accurate identification of sources of stress in various professional situations.
- 3.2 Careful selection and regular practice of relaxation and meditation techniques.
- 3.3 Structured management of time.
- 3.4 Recognition of times when help is necessary.

4. To ensure that one's rights are respected in the area of occupational health and safety.

- 4.1 Recognition of the importance of developing personal discipline with regard to rights to health and safety in the workplace.
- 4.2 Effective application of basic safety measures.
- 4.3 Reporting to the responsible authorities of any unsafe situation related to the work or the workplace.
- 4.4 Awareness of the procedures to follow after a work-related accident or illness in order to access services offered by the CSST and to receive any applicable benefits.

CODE : 01GS

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To master techniques of voice and speech.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To apply techniques of breathing and vocalization.</li><li>2. To apply techniques of speech and phonetics.</li><li>3. To combine singing techniques with theatrical performance.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• On the basis of:<ul style="list-style-type: none"><li>– personal and given requirements;</li><li>– the assessment of the individual’s needs as an actor.</li></ul></li><li>• Taking into account the health of the vocal apparatus.</li><li>• With the help of resource persons.</li><li>• During technical workshops and in periods of creation, rehearsal and public performance.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Use of diverse and effective breathing and vocalization techniques.</li><li>1.2 Voice placement, control and tone in the entire vocal range.</li><li>1.3 Vocal projection appropriate to the theatrical space.</li><li>1.4 Performance of daily warm-up exercises for the voice.</li><li>2.1 Application of the rules of speech and phonetics.</li><li>2.2 Use of effective techniques for articulation, pronunciation and enunciation.</li><li>2.3 Application of the rules of punctuation and phrasing.</li><li>2.4 Control of the articulators of voice.</li><li>2.5 Enhanced listening skills.</li><li>2.6 Use of standard North American English or standard French and control of the different levels of language.</li><li>3.1 Enrichment of musical listening.</li><li>3.2 Confident use of the singing voice while negotiating a variety of rhythms.</li><li>3.3 Effective use of the singing voice for theatrical performance.</li></ol>

CODE : 01GT

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To master movement techniques.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To express body awareness in movement.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• In the context of activities related to theatrical performance.</li><li>• On the basis of:<ul style="list-style-type: none"><li>– personal and given requirements;</li><li>– the definition of one's needs as a theatrical performer.</li></ul></li><li>• Avoiding health and safety risks.</li><li>• With the help of resource persons.</li></ul> <p><b>Performance criteria</b></p> <p>1.1–urithr (Tolorafinitionies riniTr)s64 cyTD ( ) Tj -211.5 -15.75 TD /F</p>





CODE: 01GU

<b>OBJECTIVE</b>	<b>STANDARD</b>
<p><b>Statement of the competency</b> To pursue one's aesthetic education.</p>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• On the basis of:<ul style="list-style-type: none"><li>– personal and professional requirements;</li><li>– one's needs as an actor.</li></ul></li><li>• In the context of research and reflection on their acting.</li><li>•</li></ul>

CODE: 01GU

3. To keep one's theatrical knowledge up to date.

3.1 Identification and regular consultation of main sources of information on aesthetic practices in

CODE: 01GV

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To enrich one's knowledge of human behaviour.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To observe human relations and behaviour.</li><li>2. To observe one's own behaviour.</li><li>3. To apply one's observation skills in the portrayal of human actions.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• On the basis of personal research.</li><li>• During:<ul style="list-style-type: none"><li>– observation sessions;</li><li>– interactions with others.</li></ul></li><li>• In all places, situations and circumstances of human activity.</li><li>• By self-observation.</li><li>• With the help of resource persons.</li><li>• Through the knowledge conveyed by playwrights and the theatrical milieu.</li><li>• Using relevant documentation.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Enrichment of one's capacity to listen to the language, and observe the culture and customs of one's contemporaries.</li><li>1.2 Use of methods for observing interpersonal relationships.</li><li>1.3 Enrichment of one's desire and enthusiasm for discovering human nature.</li><li>2.1 Enrichment of self-knowledge, and understanding of one's personality and feelings.</li><li>2.2 Perception of one's behaviour in various life situations.</li><li>2.3 Perception of personal emotional reactions in acting situations.</li><li>3.1 Incorporation in performance of one's observations of how people act and react.</li><li>3.2 Judicious application of observations of human behaviour in the handling of dramatic issues.</li><li>3.3 Articulation of one's thoughts and observations within the framework of the task of interpretation.</li></ol>

CODE: 01GW

**Statement of the competency**

To develop an artistic sensibility.

**Achievement context**

- On the basis of personal requirements.
- In the course of research required for productions.

0.75pt, T8.175pt, T12.0 TD25 TD/F8.9.75 e broadening)77tit\* Q0

in artistic

8 7 5

T w 8



CODE: 01GX

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To establish interpersonal and professional communication.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To orally express ideas on one's theatrical and artistic practice.</li><li>2. To use the appropriate language and technical vocabulary specific to the theatre, the stage and performance.</li><li>3. To develop interpersonal communication skills while working on a team.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• During:<ul style="list-style-type: none"><li>– all activities related to acting;</li><li>– career management activities;</li><li>– interactions with others.</li></ul></li><li>• In relations with one's partners, the director and other creative participants in the production.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Ease in communicating one's ideas and their relevance.</li><li>1.2 Active participation in discussions.</li><li>1.3 Clear, coherent and articulate speech.</li><li>1.4 Communication of facets of one's life experience, perceptions, feelings and emotions.</li><li>1.5 Openness of mind, receptiveness and respect for the verbal expression of others.</li></ol> <ol style="list-style-type: none"><li>2.1 Use of standard English.</li><li>2.2 Appropriate use of the language of theatre.</li><li>2.3 Use of terminology related to various aspects of stage production.</li><li>2.4 Appropriate use of technical vocabulary specific to performance.</li></ol> <ol style="list-style-type: none"><li>3.1 Demonstration of a helpful attitude towards others in the accomplishment of common tasks.</li><li>3.2 Maintenance of contact and discussion with partners.</li><li>3.3 Development of one's capacity to listen and react to the views of others with respect and in a spirit of cooperation.</li></ol>

CODE: 01GY

OBJECTIVE	STANDARD
<p data-bbox="180 373 545 407"><b>Statement of the competency</b></p> <p data-bbox="180 415 509 449">To develop one's creativity.</p> <p data-bbox="180 793 302 827"><b>Elements</b></p> <ol data-bbox="180 840 686 1549" style="list-style-type: none"><li data-bbox="180 840 686 903">1. To foster an attitude of creativity in the acting process.</li><li data-bbox="180 1087 574 1155">2. To expand and improve one's improvisational skills.</li><li data-bbox="180 1516 594 1549">3. 0 TDA Tc 0 Tw (2.4)13ners.</li></ol>	<p data-bbox="742 373 1008 407"><b>Achievement context</b></p> <ul data-bbox="742 420 1357 747" style="list-style-type: none"><li data-bbox="742 420 1357 600">• During:<ul data-bbox="797 462 1357 600" style="list-style-type: none"><li data-bbox="797 462 1357 525">– the production of a new dramatic work or a work from the dramatic repertoire;</li><li data-bbox="797 533 1357 600">– workshops, periods of original creation, rehearsals and public performances.</li></ul></li><li data-bbox="742 609 1357 747">• Using:<ul data-bbox="797 651 1357 747" style="list-style-type: none"><li data-bbox="797 651 1357 714">– reflection, research and exchanges of ideas among colleagues;</li><li data-bbox="797 722 1357 747">– resources from various artistic disciplines.</li></ul></li></ul> <p data-bbox="742 793 1008 827"><b>Performance criteria</b></p> <ol data-bbox="742 840 1382 1478" style="list-style-type: none"><li data-bbox="742 840 1382 903">1.1 Sustained exploration of one's imagination in interaction with one's partners.</li><li data-bbox="742 911 1382 974">1.2 Inventive transpositions of emotion and the subtleties of human interaction.</li><li data-bbox="742 982 1382 1050">1.3 Creative attitude with regard to proposed artistic and imaginative projects.</li><li data-bbox="742 1087 1382 1184">2.1. Continuous improvement of the techniques of improvisation and their application in all acting situations.</li><li data-bbox="742 1192 1382 1255">2.2 Quick and accurate understanding of the concepts and rules of improvisation.</li><li data-bbox="742 1264 1382 1327">2.3 Renewed commitment in the creation of various imaginary worlds.</li><li data-bbox="742 1335 1382 1398">2.4 Investment of one's full creative resources in the acting process.</li><li data-bbox="742 1407 1382 1478">2.5 Sensitive use of personal, vocal and physical expression.</li></ol>

CODE : 01GY

4. To take part in the process of creation and production.

- 4.1. Proposal of ideas and acting approaches appropriate to the genre and style of original creations and repertory works.
- 4.2 Demonstration of a willingness to regularly take risks and to meet challenges as part of the production process.
- 4.3 Demonstration of a spirit of openness and flexibility when faced with changes in approach.



CODE: 01GZ

**OBJECTIVE**

**STANDARD**

**Statement of the competency**

**Achievement context**

To adapt to different acting styles.

- On the basis of:

CODE: 01H0

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To build a character.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To scrutinize the text for dramatic action for a role.</li><li>2. To understand a character as a whole and through his/her relationships with other characters.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• On the basis of:<ul style="list-style-type: none"><li>– study, personal research, and discussion with colleagues;</li><li>– instructions from the author, the director and his/her assistants;</li><li>– resources from various artistic disciplines;</li><li>– relevant information.</li></ul></li><li>• On the basis of analysis of the work and the role to be played.</li><li>• In the context of rehearsals, workshops and public performances.</li><li>• During production of an original work or a work from the theatrical repertoire.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Understanding of the importance of a role: to the work as a whole and its parts.</li><li>1.2 Discovery of a role through each situation and the unfolding of the work.</li><li>1.3 Gathering of information on a role by studying its vocabulary, the author's directions, the dialogue and the structure of the language.</li></ol> <ol style="list-style-type: none"><li>2.1 Determination of the functions and characteristics of the character to be played.</li><li>2.2 Ability to place a character in given circumstances, taking into account the physical,</li></ol>

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CODE: 01H0

3. To assimilate a character.

3.1

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CODE: 01H1

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To participate in rehearsals.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To collaborate in the development of a theatrical production.</li><li>2. To learn the text and the stage directions.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• During periods devoted to group work.</li><li>• On the basis of:<ul style="list-style-type: none"><li>– instructions given by the director;</li><li>– instructions related to particular stage techniques.</li></ul></li><li>• With the help of the director and his or her assistants and other stage professionals.</li><li>• With awareness of health and safety risks.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Full involvement and commitment to the process of rehearsals, run-throughs, readings, technical rehearsals and dress rehearsals.</li><li>1.2 Openness to being directed by a director and his or her assistants.</li><li>1.3 Openness to the task of redoing and rehearsing all the elements of the performance.</li><li>1.4 Demonstration of an interest in the work and ideas of one's partners.</li></ol> <ol style="list-style-type: none"><li>2.1 Proper integration of comprehension and memorization of the text.</li><li>2.2 Dynamic assimilation of the text and blocking.</li><li>2.3 Assimilation of the technical elements related to space, light, sound, stage equipment and special effects.</li><li>2.4 Ease in handling all properties efficiently and safely.</li></ol>

CODE: 01H1

3. To assimilate the direction.

- 3.1 Receptivity to and assimilation of proposals related to the direction.
- 3.2 Openness to exploration of the text, character, space and rhythm.
- 3.3 Assimilation of the facets and mechanics of performance.
- 3.4 Incorporation of comments, criticisms and modifications.

CODE : 01H2

<b>OBJECTIVE</b>	<b>STANDARD</b>
<p><b>Statement of the Competency</b> To prepare for a performance.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To concentrate.</li><li>2. To collaborate in the staging of a performance.</li></ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"><li>• In the days and hours preceding the dress rehearsals and performances.</li><li>• Incorporating:<ul style="list-style-type: none"><li>– instructions from the director;</li><li>– personal and ensemble techniques and rituals for preparing for a performance.</li></ul></li><li>• With awareness of health and safety risks.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Mental preparation appropriate for presenting a work in public performance.</li><li>1.2 Preparation through an appropriate physical and vocal warm-up.</li><li>1.3 Establishment of conditions favourable to playing the character and recreating the world of the work.</li><li>2.1 Active participation in setting the stage and in the group tasks required to organize the space and the performance.</li><li>2.2 Mutual support and participation in the ensemble effort to raise the quality of the performance.</li><li>2.3 Individual and collective preparation for a positive contact with the public.</li></ol>

CODE : 01H2

3. To prepare oneself according to established procedures.

- 3.1 Personal preparation according to the designs for make-up and hair.
- 3.2 Verification of props, costumes and scenery.
- 3.3 Checking of various technical or mechanical elements related to performance.





CODE: 01H3

3. To channel one's artistic sensitivity into

CODE : 01H4

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b> To manage one's professional life.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"><li>1. To manage one's career.</li><li>2. To apply strategies for looking for work and managing the business of being an actor.</li></ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"><li>• During the planning and progress of one's professional life as an actor.</li><li>• On the basis of personal thoughts and exchange of viewpoints with colleagues and other resource persons.</li><li>• Using any pertinent information.</li></ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"><li>1.1 Thorough analysis of the profession.</li><li>1.2 Establishment of priorities and choice of professional activities.</li><li>1.3 Development of versatility.</li><li>1.4 Effective management of one's finances.</li><li>1.5 Updating of one's knowledge concerning the legal and administrative standards applicable to artists.</li></ol> <ol style="list-style-type: none"><li>2.1 Regular updating of one's resumé and photographic and artistic portfolios.</li><li>2.2 Maintenance of a network of professional and business contacts.</li><li>2.3 Formation of contacts with the artistic community and the world of show business.</li><li>2.4 Adequate preparation for auditions and interviews.</li><li>2.5 Adequate preparation for the negotiation of contracts.</li><li>2.6 Adequate preparation for requests for bursaries and grants.</li></ol>

CODE : 01H4

3. To demonstrate a sense of professional ethics. 3.

## **EDUCATIONAL INTENTIONS OF GENERAL EDUCATION**

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### **GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS**

#### **English, Language of Instruction and Literature**

##### **General Education Common to All Programs**

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English programme places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

##### **General Education Adapted to Programs**

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

##### **Outcome Objectives**

Students who have achieved the general education objectives in English, Language of Instruction level of proficiency in the areas of rw (consolidatcultural value of ) T567 T388o.0762 Tw (iste 0 Tw (object)

**Humanities**

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give stud

### **Sequence of Objectives and Standards**

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

The first set, the emphasis is on how knowledge is defined, acquired, classified, transmitted, and applied. Students examine

## Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :
  - Ø sait faire une présentation orale structurée;
  - Ø connaît les différentes formes du discours;
  - Ø connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'il ou elle :
  - Ø est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  - Ø est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  - Ø est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
  - Ø fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  - Ø a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  - Ø a la préparation voulue pour s'insérer dans la vie sociale et économique.

## Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

## **Physical Education**

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

### **Principles**

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).
- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

### **Outcome Objectives**

Students who have achieved the general education objectives in Physical Education will be able to demonstrate :

- their knowledge of :
  - ∅ The relationship between physical activity, lifestyle and health based on the findings of scientific research.
  - ∅ The scientific principles for improving or maintaining one's fitness.
  - ∅ Ways to assess their abilities and needs with respect to activities which can enhance their health.
  - ∅ The rules, techniques and conditions involved in different types of physical activity.
  - ∅ A method for setting goals.
  - ∅ The factors which facilitate making physical activity part of one's lifestyle.
- their ability to :
  - ∅ Choose physical activities on the basis of their motivation, abilities and needs.
  - ∅ Establish relationships between lifestyle and health.



- ∅ Apply the rules, techniques and conditions involved in different types of physical activity.
  - ∅ Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
  - ∅ Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
  - ∅ Use their creative and communication skills, particularly in group activities.
  - ∅ Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
  - ∅ Maintain or increase their physical activity level and fitness level on their own.
  - ∅ Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
- ∅ Recognize the importance of taking charge of their health.
  - ∅ Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
  - ∅ Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
  - ∅ Respect the environment in which the activities are held.
  - ∅ Appreciate the aesthetic and play value of physical activity.
  - ∅ Promote a balanced and active lifestyle as a social value.

### **Sequence of Objectives and Standards**

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment, students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.



*Éducation*

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