

Dramatic Arts Mackenzie | Selection Process 2025-2026 for Entry September 2025

Once you have applied to the program on Edsby, you will be sent an invitation to the *Dramatic Arts Mackenzie Selection Process Google Classroom* (or join class code:73zn4sk).

*Students from **outside the YRDSB** can instead submit recordings to the email addresses listed below.

You will also be emailed a **date** to attend the **group workshop** according to your discipline.

OPTION 1: In-Person Selection Process

Dramatic Arts Mackenzie Selection Process		
<p>Applicants to the Dramatic Arts Mackenzie will be asked to apply to the creative process and will have to complete three tasks for the in person workshop requirements of the selection process. EPortfolio options also exist (please see option 2 below). We are looking forward to seeing your performances!</p> <p>Workshops will be scheduled at the end of January 2025. Families will receive the workshop date after December before the end of Dec. 2024.</p> <p>The workshop will consist of:</p> <ul style="list-style-type: none"> - Performance Task - Devised Theatre - Artistic Statement <p>Students will be asked to present work that communicates their theatrical ideas in response to the tasks. Be creative and confident in your choices!</p> <p>We are looking forward to seeing your work. Questions? Please reach out to stephanie.goldman@yrdsb.ca</p>		
Task	Description and Instructions	Curriculum Alignment
A.Performance Task *You do not need to prepare anything - this will all be done at the workshop in January*	<ol style="list-style-type: none"> 1. Students will engage in a series of dramatic tasks to demonstrate how voice, physicalization, character, and artistic choices are demonstrated in performance. 2. Students will rehearse and prepare a series of small scenes throughout the workshop. 3. Students are invited to share their thought process through giving feedback and introducing their choices in each scene. 	Students will: <ul style="list-style-type: none"> ❑ demonstrate an understanding of the elements of drama by selecting dramatic elements when participating in the workshop ❑ communicate a character's feelings, perspective and message through performances and exercises ❑ use the elements of drama, including motivation, vocalisation, physicalization, eye contact, focus and dramatic intention throughout activities and performances ❑ demonstrate their understanding of dramatic concepts through their choices made while participating in the workshop
B.Devised Theatre *You do not need to prepare anything - this will all be done at the workshop in January*	<ol style="list-style-type: none"> 1. During the workshop, using materials provided by the Dramatic Arts Department, students will create a short devised scene using all aspects of theatre (acting, technical theatre). 2. Students will speak about their creative choices. 	Students will... <ul style="list-style-type: none"> ❑ apply the creative process, using the elements and conventions of drama to communicate theatrical ideas ❑ explore with the technical theatre process by picking images to showcase theatrical ideas ❑ show how technical theatre can be used to engage an audience and showcase a dramatic idea

<p>C. Artistic Statement</p> <p>**You will be given time After The Workshop to complete the reflection*</p>	<p>Task:</p> <p>At the end of the workshop, students will be asked to reflect on the workshop. They will be asked to reflect on the following questions:</p> <ul style="list-style-type: none"> a) What makes you passionate about studying Dramatic Arts? What is something you hope to get out of the program? b) What excited you about the workshop today? Or Who or what inspired you today? c) What is your strength working with others in a team? d) Tell us about a time when you were challenged during a team activity. How did you overcome that challenge? e) Choose an object that best describes you, and explain how you are similar to this object. 	<p>Students will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> self-reflect on the selection process experience and why they would like to study at Arts Mackenzie <input type="checkbox"/> identify and give examples of their strengths, interests, and areas for improvement <input type="checkbox"/> evaluate, using arts terms and language, how effectively they use the elements and examples to communicate their message
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All files and portfolio submissions need to be labelled:

Last Name, First Name, Dramatic Arts 2025 Selection Process Which Task

Example:

Goldman, Stephanie. Dramatic Arts 2025 Task A

Note: an interview might be required if further information is needed to complete the selection process. If this is necessary, the selection team will reach out to families directly.

Dramatic Arts Mackenzie | Selection Process 2025-2026 **EPortfolio**

Once you have applied to the program on Edsby, you will be sent an invitation to the **Dramatic Arts Mackenzie Selection Process** Google Classroom. Here you will submit the required materials for the portfolio evaluation. If you are choosing to complete the Selection process virtually, you will be submitting all of the required materials to the Google Classroom. All instructions below will also be found on the Google Classroom.

Please note, if you are not able to join the Google Classroom, you will have to email all materials to stephanie.goldman@yrdsb.ca.

OPTION 2: Virtual EPortfolio

Theatre Arts Mackenzie Selection Process		
<p>Applicants to Theatre Arts Mackenzie will be asked to apply to creative process to three tasks to complete the e-portfolio requirements of the selection process:</p> <ul style="list-style-type: none"> - Filmed Monologue Performance - Theatrical Lookbook - Artistic Statement <p>Students will be asked to submit work that communicates their theatrical ideas in response to the tasks. Be creative and confident in your choices!</p> <p>We are looking forward to seeing your work. Questions? Please reach out to stephanie.goldman@yrdsb.ca</p>		
Task	Description and Instructions	Curriculum Alignment
A. Performance Task	<ol style="list-style-type: none"> 1. Students are invited to select a monologue from the menu of choices available on the monologue selection handout. 2. Students will rehearse, prepare, film and submit their chosen monologue. 3. Students are invited to film a 20 to 45 second introduction to showcase their critical thinking. Please see requirements on page two the monologue selection handout. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ demonstrate an understanding of the elements of drama by selecting dramatic elements to create a filmed monologue performance ❑ communicate a character's feelings, perspective and message through performance ❑ use the elements of drama, including motivation, vocalization, physicalization, eye contact, focus and dramatic intention, to create a well-rounded, polished performance on film ❑ demonstrate their understanding of dramatic concepts through their choices made while filming the monologue, including eye contact with the camera, technical theatre aspects, and camera angles
B. Lookbook	<ol style="list-style-type: none"> 1. Students are invited to pretend like they are the director and create a lookbook to design technical theatre elements for a performance. 2. Students are to follow the step-by-step instructions provided on the Lookbook task handout to complete this task. 3. Students are invited to submit their visual representation of theatrical ideas. 	<p>Students will...</p> <ul style="list-style-type: none"> ❑ apply the creative process, using the elements and conventions of drama to communicate theatrical ideas ❑ explore with the technical theatre process by picking images to showcase theatrical ideas ❑ show how technical theatre can be used to engage an audience and showcase a dramatic idea

C. Artistic Statement	<p>Task:</p> <ol style="list-style-type: none"> 1. Pick two questions to answer, one question from Choice 1 and one question from Choice 2. 2. Using approximately 100 to 250 words for each question (e.g. 100 to 250 words for Choice 1 and 100 to 250 words for Choice 2) provide a reflective response. 3. You may submit your response as a type response or a video recording. Both options are acceptable and no option is better than the other. <i>Please pick the option that you are most comfortable with and will showcase you!</i> <p>CHOICE #1:</p> <ul style="list-style-type: none"> • Thinking about the tasks (monologue performance and look book), how did your ideas move from good to great? • What excited you about creating this work? • Who or what inspired you as you created? • How did you use and apply feedback (from teachers, friends or family) to create, rehearse and polish your submission? Be specific. <p>CHOICE #2:</p> <ul style="list-style-type: none"> • What is your strength working with others in a team? • Tell us about a time when you were challenged during a team activity. How did you overcome that challenge? • What excites you about the Arts Mackenzie program? • If you were to pick any kitchen utensil to represent your personality, which utensil would it be and why? 	<p>Students will...</p> <ul style="list-style-type: none"> ❑ self-reflect on the selection process experience and why they would like to study at Arts Mackenzie ❑ identify and give examples of their strengths, interests, and areas for improvement ❑ evaluate, using arts terms and language, how effectively they use the elements and examples to communicate their message
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