

Canterbury High School

Ottawa-Carleton District School Board

Department

Semester II – 2010 / 11 – Course Outline

Course Title: Grade 9 Drama	Grade Level: 9
Course Code: ADA1OK	Credit Value: 1
Prerequisite: Audition	

Course Overview 110 hours

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, & then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Overall Expectations

The overall expectations for each strand have been taken from the Ministry of Education and Training documents as a basis for describing the Dramatic Arts course. Strands may be taught in an independent or an integrated manner; they are listed in no particular order below. Different interpretations of the curriculum will arise in schools based on the needs of their student population or program needs.

Strands:

Course Expectations

By the end of this course, students will:

demonstrate an understanding of the conventions of role playing;

demonstrate an understanding of the elements and principles of dramatic expression (e.g., voice, movement, production values);

identify and describe a variety of dramatic forms (e.g., tableau, storytelling, improvisation).

STRAND: Creation
Overall expectations

By the end of this course, students will:

- demonstrate acting technique by engaging in a variety of roles;
 - demonstrate effective communication skills, such as listening and speaking, both in and out of role;
 - demonstrate an understanding of drama as a collaborative art form;
 - interpret a variety of global sources (e.g., stories, photographs, music), using a wide range of dramatic forms (e.g., improvisation, storytelling);
- demonstrate an understanding of the process of selecting and organizing dramatic forms and sources to construct a drama to communicate a specific intention.

STRAND: Analysis
Overall expectations

By the end of this course, students will: use the vocabulary of theatrical criticism to evaluate their own dramatic presentations; explain how role playing in dramatic arts can function as a catalyst for learning about self, others, and the world.

Units of Study

Unit No.	Name	Length in weeks
Unit 1	Theatre Games – Group Skills	2
Unit 2	Voice – Physiology of voice, voice quality, breath and connection to body	2.5
Unit 3	Improvisation Skills	2
Unit 4	Theatre History – Greek Theatre	2
Unit 5	Movement – Understanding of co-ordination of spatial awareness in kinesthetic & responding to music	2.5
Unit 6	Storytelling – Process Intro to story, finding the storytellers’ voice	2
Unit 7	Theatre Organization – Roles and Responsibilities	1.5
Unit 8	Acting Technique - Summative	4

Assessment and Evaluation:

(Based on school assessment and evaluation policies and Drama expectations)

Determination of Final Grade

70% of the grade will be based on evaluations conducted throughout the course.

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- Knowledge/Understanding 15%
- Thinking/Inquiry 15%
- Communication 15%
- Application 25%

30% of the final grade in all courses will be based on a final evaluation that will be administered at or towards the end of the course.

- This summative evaluation may take the form of an examination, portfolio, class test, essay, and/or other methods of evaluation suitable to the course content in specific areas of study.
- The summative evaluation process will allow the students to fully demonstrate the key course expectations across the four Achievement Chart categories.

Teaching Strategies

Warm-ups

Main activity Extension

Reflection

Brainstorming

case studies

interview

talk & listen ("talking stick",

drama exercises

ceremony

presentation discussion, in-role sound

drawing *

designing

research tape, interview)

games

interview

forum theatre

improvisation research

video tape

writing (diary, journal, letter)

movements

role playing

script, in-role writing)

practice *

scripting

career

sketch book

teacher in role

a simulation

community *taped journal

soundscaping

"take our kids to work"

video taping

tableau

field trips

multi-media

teacher-in-role

extracurricular (school play)

group role play

Assessment and Evaluation Strategies

Personal Communication
Performance assessment
self assessment
presentation ~ performance
student-teacher conference
role play / -simulation
roving conferences
production design
Reflection
Observation
learning log / response journal
teacher formal/information observation
self / peer assessment
student observation

Assessment tools will include:

Quizzes
Checklists
Tests
marking schemes
reviews
rubrics
anecdotal comments
Paper and Pencil

Evaluation Summary

Acting Technique - Summative

Unit Objective

To familiarize the student with basic skills required for acting on the stage, i.e. voice and movement.

To develop a knowledge of how to bring scripted characters and situations to life in a believable way through analysis and exploration.

Content

Parts of the stage. Standard stage movement. Review of voice work. Rudiments of character voices.

Character study. Rehearsal games to aid in: memory, focus on partner, animation, listening, subtext, objective, importance of situation, showing where/when/what happened/who's listening. Natural blocking and adjustments for an audience. Preparation before a performance, performance etiquette.

Scene as part of a script.

