

# **Canterbury High School**

Ottawa-Carleton District School Board

## **Department**

Semester II – 2008 / 09 – Course Outline

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<b>Course Title: DRAMA</b>	<b>Grade Level: 11</b>
<b>Course Code: ADA3MK</b>	<b>Credit Value: 1</b>
<b>Prerequisite: ADA2OK and ADD2OK</b>	

### **Course Overview** 110 hours

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within the physical theatre model. The students will assume responsibility in the creation and presentation of the drama and will analyze and reflect on the experience.

### **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**

#### **Theory: Overall expectations**

*By the end of this course, students will.*, demonstrate an understanding of the conventions of role playing and structuring of dramatic works; demonstrate an understanding of the elements and principles of dramatic expression (e.g., voice, movement, production values); identify and describe various dramatic forms (e.g., choral speaking, blocking, styles of acting) and describe the historical origins of these forms.

#### ***Strand: Creation: Overall expectations***

*By the end of this course, students will:*

- use various ways to sustain a role within a drama;
- demonstrate an understanding of group responsibility in the creation of a drama;
- create drama through research or the interpretation of a source;
- create and perform dramatic presentations, using knowledge of conventions, performance spaces,

and audience perspectives.

**Strand: - Analysis: Overall expectations**

*By the end of this course, students will generate and apply criteria to evaluate their own dramatic presentations; use the vocabulary of dramatic arts to discuss, critique, and review drama presentations in the school and the community; describe similarities in the dramatic arts of their own and other cultures in the global community; demonstrate an understanding of how role taking and the processes of drama are connected to their lives.*

**Units of Study**

**Course - 3ADAK**

DATES	UNIT	%	TOPIC	#wks
	Unit 1	10%	Environmental Theatre	2
	Unit 2	5%	Design- 2-D sets for scripts	1
	Unit 3	5%	Tech 1 – Lighting	2.5
	Unit 4	15%	Tech 2 – (script report) Administration, Stage Management, Dramaturgy	3
	Unit 5	25%	Children's Theatre – (oral play review) Background Information	4
	Unit 6	10%	Style of Acting- Understanding the different movements in acting development through style.	2
	Unit 7	30%	Summative – Script Analysis 10% - written 20% - performance	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**

**Selections from the following may be considered** for use.

Warm-tips	Main activity	Extension	Reflection
Brainstorming	Mask exploration	interview	talk & listen ("talking
stick",			discussion. in-role
Drama exercises	Musicality work	presentation	
sound			research
games	Character development		tape.
interview)			writing (diary, journal,
Improvisation	Research	script	
letter,			script. in-role writing)
Movements	role playing	career	multi-media
practice	scripting	community	
teacher in role	simulation		

## **Assessment and Evaluation Strategies**

personal communication  
 performance assessment  
 peer conferencing  
 formal written assignments (writing in role/character  
 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**

### **Script Analysis Summative**

#### Unit Objectives:

- to familiarize the student with the tools of script analysis
- to explore the elasticity of script
- to gain an understanding on how to make the technical process become practical experience

#### Contents:

- explore the historical/political/sociological context of a play
- develop an understanding of the skeleton of the script
- work through text in terms of actions, goals, obstacles, tactics, conflicts, etc.
- physical demonstration and interpretation of scriptural action
- exploration of the needs/thoughts/desires of a character and the playwright's purpose for the character
- performance of scenes using the analysis of script as a basis
- written analysis of the character in terms of actions, goals, obstacles, tactics, conflicts, etc.