

Canterbury High School

Ottawa-Carleton District School Board

Department

Semester II – 2008 / 09 – Course Outline

Course Title: DRAMA	Grade Level: 11
Course Code: ADD3MK	Credit Value: 1
Prerequisite: ADA2OK and ADD2OK	

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-3ADD

DATES	UNI T	%	TOPIC	#wks
	Unit 1	13 %	Environmental Theatre	2
	Unit 2	10 %	Design- mini-maquette	2
	Unit 3	25 %	Tech 1 - (script report) Maquette, Safety & Construction	3.5
	Unit 4	12 %	Tech 2 - Marketing, Costumes, Make-up	2
	Unit 5	10 %	Acting Theory- Methods of acting, Stanislavski, etc.	2
	Unit 6	30 %	Summative-Children's Theatre – Process and production	7

			10% - written 20% - performance	
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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",			
Drama exercises	Musicality work	presentation	discussion.
in-role sound			
games	Character development		research
	tape. interview)		
Improvisation	Research	script	writing
(diary, journal, letter,			
Movements	role playing	career	script.
in-role writing)			
practice	scripting	community	multi-media
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

Children's Theatre (Summative)

Unit Objectives:

- to produce plays for a specific children's audience.
- to design the costumes, set and makeup for child audience
- to produce a play for child audience
- to draw an audience from area elementary schools and coordinate their visits to plays
- to run and coordinate a children's festival open to the public

Content:

Mounting plays.

- selection of director, cast, crew.
- creating director's notebook, analysis of play for character, blocking, working within rehearsal schedule.
- designing sets, costumes, lighting, props for a venue.
- construction/painting of sets, location/making of props and costumes, care and disposal following show.
- performance in CHS or feeder school.
- organization of class into various production roles
- evaluation of self and production team through daily journal and final assessment.

Evaluation of children's theatre.

- attendance at presentations of children's theatre productions by community or professional groups and critical assessment of dynamics and production values.