

CANTERBURY HIGH SCHOOL

COURSE OUTLINE

Department: DRAMA
Course Code: ADA3M
Credit Value: 1
Grade/Course Name: Gr. 11/Single Credit Drama
Teacher/s: Amy Loder
Prerequisite: ADA10/ADA20

COURSE OVERVIEW

This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform words of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience.

Overall Expectations

Theory:

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe various approaches to acting;
- demonstrate an understanding of various aspects of the elements, principles, and techniques of dramatic arts;

describe the background and conventions of dramatic forms, sources, and scripts from the turn of the twentieth century.

Creation:

OVERALL EXPECTATIONS

By the end of this course, students will:

- interpret a variety of roles/characters, using the techniques of character development;
- create and present an original or adapted dramatic work;
- identify strategies for audience involvement and response, and incorporate them in the creation and performance of dramatic presentations;
- use technology to develop a drama, or to enhance the communicative power of a drama.

Analysis:

OVERALL EXPECTATIONS

By the end of this course, students will:

- evaluate each of the steps taken in the process of creating and presenting their dramatic pieces, using appropriate dramatic arts terminology;
- evaluate dramatic performances presented in the school and the community;
- explain how dramatic arts represent, influence, and contribute to culture and society;
- explain how the study of dramatic arts can foster self-development and global awareness;
- analyse the personal, social, and career skills acquired through the study of dramatic arts.

UNITS OF STUDY

| Unit No. | Name | Length of hours |
|----------|---------------------------------|--------------------------------|
| Unit #1 | ACTING THEORY | 18 ³ / ₄ |
| Unit #2 | TECHNICAL THEATRE | 18 ³ / ₄ |
| Unit #3 | ORIGINAL/ADAPTED DRAMATIC WORKS | 25 |
| Unit #4 | THEATRE HISTORY | 18 ³ / ₄ |
| Unit #5 | SCRIPT ANALYSIS | 12 ¹ / ₂ |
| Unit #6 | SUMMATIVE- ONE ACT PLAYS | 18 ³ / ₄ |

TEACHING STRATEGIES

Selections from the following may be considered for use. We recommend using a wide variety of teaching strategies.

| <u>Warm-ups</u> | <u>Main activity</u> | <u>Extension</u> | <u>Reflection</u> |
|---|--|--|--|
| <ul style="list-style-type: none"> brainstorming drama exercises drawing games improvisation movements practice teacher in role | <ul style="list-style-type: none"> case studies ceremony designing interview research role playing scripting simulation soundscaping tableau teacher-in-role group role play | <ul style="list-style-type: none"> interview presentation research forum theatre video tape script career community “take our kids to work” field trips extracurricular (school play) | <ul style="list-style-type: none"> talk & listen (“talking stick”, discussion, in-role sound tape, interview) writing (diary, journal, letter, script, in-role writing) sketch book taped journal video taping multi-media |

STRATEGIES FOR ASSESSMENT AND EVALUATION

Selections from the following list may be considered for use. It is recommended that teachers use a variety of assessment and evaluation tools.

Personal Communication

- peer conferencing
- self assessment
- student-teacher conference
- roving conferences

Reflection

- learning log / response journal
- self / peer assessment

Paper and Pencil

- quizzes
- tests
- reviews

Performance assessment

- formal written assignments (writing in role/character)
- presentation / performance
- role play / simulation

Observation

- teacher formal/information observation
- student observation

Assessment tools will include:

- checklists
- marking schemes
- rubrics
- anecdotal comments

REPORTING STUDENT ACIEVEMENT

The final grade for each course:

- 70% of the grade will be based on assessment and evaluation conducted throughout the course.
- 30% of the grade will be based on a summative evaluation administered towards the end of the course. The summative evaluation may take the form of an examination, performance task, essay, and/or other methods of evaluation suitable to the course content.

70% OF COURSE

| | | |
|---|---|------------|
| Thinking/Inquiry/Problem Solving | Reflective papers, character and script analysis, | 19% |
| Knowledge & Understanding | Tests, play review, assignments | 16% |
| Communication | Remembrance Day Presentation, | 19% |
| Application | Speeches, monologue, assignments, seminar | 16% |
| Sub-Total | | |

30% OF COURSE

| | | |
|--|--|---|
| Thinking/Inquiry/Problem Solving, Knowledge & Understanding Communication Application | SUMMATIVE- ONE ACT PLAYS, ACTORS HOMEWORK, mounting full production | End of Year Performances, 10% Summative 20% TOTAL – 30% |
| Sub-Total | | |
| Total | | |

ATTENDANCE

. Since regular attendance is an integral part of learning and assessment, irregular attendance may jeopardize a student's ability to earn a credit in this course. Students will be responsible for all material studied in class (OCDSB-Evaluation Policy 5.9.1).

Teachers will assist students in catching up but are not expected to re-teach the missed work.

. Marks of "0" will be assigned if a student misses a performance group assignment only if no pre-communication or legitimate documented reasons were given

LEARNING SKILLS

. The report card will provide a record of learning skills demonstrated by students in this course in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The separate evaluation and reporting of learning skills in these five areas reflects the critical role in students' achievement of the curriculum expectations.

. Students are expected to behave in a respectable manner towards teacher (s) and peers at all times. Please refer to the Board’s Policy on Student Conduct.

LATE & MISSED EVALUATIONS

- see handout on Board Policy

RESOURCES

Selections from the following may be considered for use:

- Ministry of Education and Training “Course Profile” (www.curriculum.org)
 - Ontario Secondary Schools 9 to 12 – Program and Diploma Requirements 1999
 - The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.
 - OCDSB documents:
 - **approved textbooks:**
- there are no approved texts at present under the Investment for Secondary Learning Resources initiative from the Ontario Ministry of Education