

# **Canterbury High School**

Ottawa-Carleton District School Board

## **Department**

Semester II – 2010 / 11 – Course Outline

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<b>Course Title: Grade 9 Drama</b>	<b>Grade Level: 9</b>
<b>Course Code: ADA1OK</b>	<b>Credit Value: 1</b>
<b>Prerequisite: Audition</b>	

### **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**

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

## **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.

