

# **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: ADD1OK</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**

#### **. STRAND: Theory**

##### **Overall 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 – Sensory skills	2
Unit 2	Speech -	2.5
Unit 3	Creation of Environment – creating the Where	2
Unit 4	Roman Theatre	2
Unit 5	Mime (Laban)	2.5
Unit 6	Storytelling Performance Development	2
Unit 7	Theatre Org – Theatre Design Concept	1.5
Unit 8	Anthology – 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**

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

brainstorming	forum theatre
case studies	improvisation
interview	research
talk & listen ("talking stick")	writing (diary, journal, letter)
drama exercises	movements
ceremony	role playing
presentation	script, in-role writing
discussion, in-role sound	teacher in role
drawing	simulation
designing	soundscaping
research	tableau
tape, interview	multi-media
games	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**

## **Anthology**