

CANTERBURY HIGH SCHOOL

COURSE OUTLINE

Department: DRAMA

Course Code: ADA10

Credit Value: 1

Grade/Course Name: Gr. 9/Single Credit Drama

Teacher/s: J. Lawson

Prerequisite: NONE

COURSE OVERVIEW

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

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).

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.

Anaylsis;

OVERALL EXPECTIONS

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 of hours
Unit #1	THEATE GAMES	18 ¾
Unit #2	MOVEMENT	18 ¾
Unit #3	VOICE/SPEECH	12 ½
Unit #4	IMPROVISATION	12 ½
Unit #5	THEATRE ORGANIZATION/HISTORY	18 ¾
Unit#6	STORYTELLING	18 ¾
Unit #6	SUMMATIVE- ANTHOLOGY	18 ¾

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 	<ul style="list-style-type: none"> • case studies • ceremony • designing • interview • research • role playing 	<ul style="list-style-type: none"> • interview • presentation • research • forum theatre • video tape • script 	<ul style="list-style-type: none"> • talk & listen ("talking stick", discussion, in-role sound tape, interview) • writing (diary, journal, letter, script, in-role

- practice
- teacher in role
- scripting
- simulation
- soundscaping
- tableau
- teacher-in-role
- group role play
- career
- community
- “take our kids to work”
- field trips
- extracurricular (school play)
- 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 study, director's concept	16%
Knowledge & Understanding	Tests, play review, assignments	16%
Communication	Storytelling, rituals, scene work, sensory journey	19%
Application	Improvisation situation, movement, storytelling, assignments,	19%
Sub-Total		

30% OF COURSE

Thinking/Inquiry/Problem Solving, Knowledge & Understanding Communication Application	SUMMATIVE- SCENE WORK: GROUP ASSIGNMENT, CHARACTER STUDY, PRESENTATION	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