

# CANTERBURY HIGH SCHOOL

## COURSE OUTLINE

**Department:** DRAMA  
**Course Code:** ADA20  
**Credit Value:** 1  
**Grade/Course Name:** Gr. 10/Single Credit Drama  
**Teacher/s:** Jeff Lawson/Amy Loder  
**Prerequisite:** NONE

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### COURSE OVERVIEW

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 a drama. Students will assume responsibility for decisions made in the creation & presentation of the drama, and will analyse and reflect on the experience.

### Overall 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., ritual, storytelling, mime) and describe the historical origins of these forms.

#### 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.

**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**

<b>Unit No.</b>	<b>Name</b>	<b>Length of hours</b>
<b>Unit #1</b>	<b>THEATE GAMES</b>	<b>12 ½</b>
<b>Unit #2</b>	<b>MOVEMENT</b>	<b>12 ½</b>
<b>Unit #3</b>	<b>STORYTELLING (CHILDREN’S)</b>	<b>18 ¾</b>
<b>Unit #4</b>	<b>IMPROVISATION</b>	<b>12 ½</b>
<b>Unit #5</b>	<b>VOICE/CHARACTER</b>	<b>18 ¾</b>
<b>Unit#6</b>	<b>SCENE STUDY</b>	<b>18 ¾</b>
<b>Unit #6</b>	<b><u>SUMMATIVE-</u> INTERGRATED ARTS</b>	<b>18 ¾</b>

**TEACHING STRATEGIES**

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

Warm-ups

- brainstorming
- drama exercises
- drawing
- games
- improvisation
- movements
- practice
- teacher in role

Main activity

- case studies
- ceremony
- designing
- interview
- research
- role playing
- scripting
- simulation
- soundscaping

Extension

- interview
- presentation
- research
- forum theatre
- video tape
- script
- career
- community
- “take our kids to work”

Reflection

- talk & listen (“talking stick”, discussion, in-role sound tape, interview)
- writing (diary, journal, letter, script, in-role writing)
- sketch book
- taped journal

- tableau
- teacher-in-role
- group role play
- field trips
- extracurricular (school play)
- 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**

<b>Thinking/Inquiry/Problem Solving</b>	Reflective papers, character study,	<b>16%</b>
<b>Knowledge &amp; Understanding</b>	Tests, play review, assignments	<b>16%</b>
<b>Communication</b>	Children’s presentation, scene work	<b>19%</b>
<b>Application</b>	Improvisation situation, mime, monologue, assignments,	<b>19%</b>
<b>Sub-Total</b>		

### **30% OF COURSE**

<b>Thinking/Inquiry/Problem Solving, Knowledge &amp; Understanding Communication Application</b>	<b><u>SUMMATIVE-</u> INTERGRATED ARTS: GROUP ASSIGNMENT, RESEARCH, PRESENTATION</b>	<b>End of Year Performances, 20% Summative 10%  TOTAL – 30%</b>
<b>Sub-Total</b>		
<b>Total</b>		

### **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](http://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