

Canterbury High School

Ottawa-Carleton District School Board

Department

Semester II – 2010 / 11 – Course Outline

Course Title: Grade 9 Drama	Grade Level: 9
Course Code: ADD1OK	Credit Value: 1
Prerequisite: Audition	

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