

Canterbury High School

Ottawa-Carleton District School Board

Department

Semester II – 2010 / 11 – Course Outline

Course Title: Drama

Course Code: ADA2OK

Prerequisite: ADA1OK and ADD1OK

Grade Level: 10

Credit Value: 1

Course Overview 110 hours

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 the physical theatre model. The students will assume responsibility in the creation and presentation of the drama and will analyse and reflect on the experience.

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

: Theory: Overall expectations: *By the end of this course, students will:*

- demonstrate an understanding of the elements 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. choral speaking, blocking, movement styles) and describe the historical origins of these forms.
- demonstrate an understanding of various aspects of the elements, principles, and techniques of dramatic arts;

Strand: 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;

Strand: 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 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

| Unit No. | Name | Length in weeks | |
|-----------------|---|------------------------|------------|
| Unit #1 | Theatre History | 2 | 6% |
| Unit #2 | Voice | 2 | 12% |
| Unit #3 | Movement | 3 | 10% |
| Unit #4 | Mask | 2 | 10% |
| Unit #5 | Self Exploration of Character Mask | 3 | 20% |
| Unit #6 | Situational Improv & Status | 2 | 12% |
| Unit #7 | Scene Study – Summative | 4.5 | 30% |

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:

| Warm-ups | Main activity | Extension | Reflection |
|-----------------|--------------------|---------------------------------|--|
| brainstorming | script work | interview | talk & listen (" talking stick", discussion, |
| drama exercises | designing | presentation | |
| in-role | | | |
| drawing | interview | research | sound tape, interview) |
| games | guest artists | | |
| improvisation | research | script | sketch book |
| movements | role playing | career | publicity creation |
| practice | building community | production book | |
| teacher in role | simulation | field trips | multi-media |
| | sculpting | - extracurricular (school play) | |
| | teacher-in-role | group role play | |

Assessment and Evaluation Strategies

Personal Communication

assignments (writing in role/character)
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

Performance assessment
peer conferencing

formal written

Assessment tools will include:

Quizzes
Checklists
Tests
marking schemes
reviews
rubrics
anecdotal comments
Paper and Pencil

Evaluation Summary

Scene Study – Summative

Unit Objective

- to examine and analyze a variety of scripts with a view to interpreting a playwright's work.

- to develop an effective rehearsal technique to bring the script alive.

Content -

Script decision.

- what makes a good scene to study, structure of scenes.

Script reading.

- posture, movement, direction of voice.

Interpretation.

- textual analysis, subtext, wants, intentions.

Rehearsal games.

- opening up the script, focusing and centering, flexibility of interpretation confidence building, meaning.

Presentation.

- group work, co-operation, rehearsal, communication of concepts.

Resources:

Resource Material - assorted scripts and scene books