

# **Canterbury High School**

Ottawa-Carleton District School Board

## **Department**

Semester II – 2008 / 09 – Course Outline

---

<b>Course Title: DRAMA</b>	<b>Grade Level: 12</b>
<b>Course Code: ADC4MK</b>	<b>Credit Value: 1</b>
<b>Prerequisite: ADA3MK and ADD4MK</b>	

### **Course Overview** 110 hours

This course is designed to give students the experience of producing and performing in a major dramatic production. Building on their previous drama training, this course will put into practice the students' knowledge of how to plan, design and build the production from concept to clean-up.

### **OVERALL EXPECTATIONS**

The overall expectations for each strand have been taken from the Ministry of Education documents as a basis for describing the Dramatic Arts course. Strands may be taught in an independent or integrated manner.

### **Strands:**

#### **Course Expectations**

#### **THEORY**

By the end of this course, students will:

- Be able to put into practice their knowledge of how to plan and design a full scale production of a play
- Be able to research development of a character
- Be familiar with the playwright's work, influences, philosophy and cultural background
- Read and compare works by other playwright's of the same era
- Be familiar with the roles involved in a production
- Be familiar with how to budget for and market a production
- Learn how to schedule rehearsals
- Learn about designing a production

#### **CREATION**

By the end of this course, students will:

- Interpret a variety of roles/characters using the theories and conventions of specific acting methods, as well as historical and cultural styles of acting and character development
- Design, create and present an original or adapted dramatic work using an ensemble approach
- Identify strategies for audience involvement and response and incorporate them in the creation and performance of the presentation
- Use technology to develop a production to enhance the communicative power of a drama
- Know how to run rehearsals to develop a production
- Create appropriate costumes, sets, lighting and sound for the production
- Incorporate information, mood, flow and aesthetics

## **ANALYSIS**

By the end of the course, students will:

- Evaluate their personal and collective contributions to all aspects of production
- Use appropriate dramatic arts terminology to analyze and evaluate the production
- Analyze the personal, social and cultural impact of the production
- Research post-secondary options in theatre and professional companies

## **ADC - Units of Study**

<b>Unit #</b>	<b>%</b>	<b>Unit</b>	<b># wks</b>	<b>%</b>
Unit 1	20	Voice	2	
Unit 2	20	Research-Dramaturgy	3	
Unit 3	30	Creative Process-Technical Responsibilities	7	
Unit 4	30	Summative - Theatre Company Performance and character development	6	

## **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.

- 
- 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-tips	Main activity	Extension	Reflection
Brainstorming	Mask exploration	interview	talk & listen ("talking
stick",			discussion. in-role
Drama exercises	Musicality work	presentation	
sound			research
games	Character development		tape.
interview)			
Improvisation	Research	script	writing (diary, journal,
letter,			script. in-role writing)
Movements	role playing	career	multi-media
practice	scripting	community	
teacher in role	simulation		

## **Assessment and Evaluation Strategies**

personal communication  
 performance assessment  
 peer conferencing  
 formal written 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

**Assessment tools will include:**

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

## **Evaluation Summary**

### **Theatre Company Performance and Character Development Summative**

#### Unit Objectives:

- to allow a student to create a character through rehearsal and play the role before
- to familiarize the student with a particular playwright's work, influences, philosophy and cultural background

#### Content:

Casting of show

Rehearsal process and scheduling:

- read-through – understanding sub-text, playwrights intentions
- exploring theatrical forms to express sub-text
- blocking – visual expression of scenes, relationships and tensions
- pacing, rhythm – exploring the speed of transitions, line delivery, creating climax
- technical – incorporating props, dress, make up, lights and any other multi-media
- dress – putting all the elements together

Role research and rehearsal, development of objectives and superobjective

Running and performing the show