

Dramatic Arts

plays by Williams Drama Department



Dramatic Arts Department

Dr. G.W. Williams S.S

Grade 9 Open Dramatic Arts ADA101

Instructor: Ms. Fogleman **Room:** 201

Course Value: 1 Credit **Prerequisite:** ADA101 or ADA201

Source: *The Ontario Curriculum Grades 9 and 10: The Arts*, 2010, Ontario Ministry of Education (p 69-73)

Subject Head of Drama and Visual Arts: **York Region District School Board** Mr. A. McClure

Course Description:

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Units of Study:

Unit

Description

1 - Movement

(Approx. 4 weeks)

By participating and observing, students will generate criteria to assess individual contributions to drama activities. Students will explore and practise effective communication skills in role and out of role. As well, they will explore and practise collaborative skills and strategies using warm-ups, movement, games and drama exercises working towards summatives that focus on physical movement such as tableaux, pantomime/mime/ and mask work.

2 - Voice

(Approx. 2 weeks)

Students will identify and practise the most effective ways to vocally present various facets of themselves, using pitch, volume, and tone, with a focus on choral speaking.

3 - Character

(Approx. 4 weeks)

In this unit students will apply to the rehearsal and performance process ideas and concepts previously developed focusing on scenes and monologues.

4 - Improvisation

Students will develop and interpret roles through improvisation (Approx. 2 weeks) focusing on theatre sports

and collaboration. Students will learn comic conventions and apply these to the development of character, setting, conflict, and resolution.

5 - Mystery

An examination of the mystery genre allows students to explore (Approx. 2 weeks) the development of character, community, and atmosphere while applying these conventions to the stage. Students study the theatrical conventions associated with this genre.

6. Culminating Activity

Students will demonstrate their ability to assimilate skills and knowledge from the previous units by participating collaboratively (Approx. 4 weeks) in creating a theme based anthology.

The Drama Portfolio:

The drama journal is a multi-purpose assessment tool. It may be written, recorded, scribed or pictorial. At its most powerful, it is an in-role response to the drama. Like an artist's sketchbook, the drama portfolio should be used by students to reflect on process and product, to expand ideas, to create new directions in thinking, to store thoughts and feelings, and to compile source material. A formal assessment of the journals is part of the students' evaluation.

Classroom Expectations:

Students will read and be expected to comply with policies as outlined by the Dramatic Arts Department, The Dr. G.W. Williams Secondary School, and the York Region District School Board.

Excursions:

Students may be afforded the opportunity to attend live theatrical events and/or to work with Canadian theatre professionals to expand their understanding of the dramatic arts. When these opportunities arise, there will be reasonable costs associated with the events for those students interested in participating. Such excursions are provided to enhance the curriculum being covered in the classroom. While participation is strongly encouraged, it is not mandatory.

Materials:

Texts, scripts and resources will be supplied as needed throughout the course. Videos, guest artists and other resources may also be used.

Learning Skills:

(Abridged list of Learning Skills descriptors from Curriculum Guidelines for Grades 9 to 12)

SKILLS & HABITS	SAMPLE BEHAVIOURS/DESCRIPTORS (abridged list from <i>Growing Success, 2010</i>)
Responsibility	<ul style="list-style-type: none"> ∞ completes and submits class work, homework, and assignments according to agreed-upon timelines ∞ takes responsibility for and manages own behaviour
Organization	<ul style="list-style-type: none"> ∞ devises and follows a plan and process for completing work and tasks ∞ establishes priorities and manages time to complete tasks and achieve goals
Independent Work	<ul style="list-style-type: none"> ∞ uses class time appropriately to complete tasks ∞ follows instructions with minimal supervision
Collaboration	<ul style="list-style-type: none"> ∞ responds positively to the ideas, opinions, values, and traditions of others ∞ shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	<ul style="list-style-type: none"> ∞ demonstrates the capacity for innovation and a willingness to take risks ∞ demonstrates curiosity and interest in learning
Self-regulation	<ul style="list-style-type: none"> ∞ sets own individual goals and monitors progress towards achieving them ∞ seeks clarification or assistance when needed

Instructional Strategies:

Dramatic Art is an inherently practical and creative discipline that incorporates a wide variety of differentiated instructional methods to respond to the varied needs of our school community. Students will, through a miscellany of activities, explore the various skills required in this course.

Teaching/Learning Strategies are listed as they connect to the usual structure of a drama class.

Warm-ups	Main Activity	Extension	Reflection
Brainstorming Drama Exercises Drawing Games Improvisation Movement Practise Teacher in role	Case Studies Ceremony Designing Forum Theatre Interview Research Role Playing Scripting Simulation Soundscaping Tableau Teacher-in-role Whole Group-in-role	Interview Presentation Research Sound Tape Video Tape Script Career Community "Take Our Kids to Work" Field Trips Co-curricular involvement (e.g. school play).	Talk & Listen: "Talking stick", discussion, in-role interview Writing: Diary, Journal, Letter, Script, in-role writing Sketch book Taped journal Video taping Multi-media

Overall Course Expectations:

A. Creating and Presenting

By the end of this course, students will:

A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;

A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;

A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

B. Reflecting, Responding, and Analysing

By the end of this course, students will:

B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;

B2. Drama and Society: demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;

B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

C. Foundations

By the end of this course, students will:

C1. Concepts and Terminology: demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques including the correct terminology for the various components;

C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;

C3. Responsible Practices: demonstrates an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

Assessment:

Individual assignments may be assessed in the following ways: assessment for learning (diagnostic), assessment as learning (formative), and assessment of learning (summative). Summative assessments are counted toward the student's final mark and are organized in to the following categories.

Evaluation Breakdown:

Thinking 15%
Knowledge / Understanding 15%
Communication 20%
Culminating Activity 20%
Application 20%
Final Exam 10%

Term Mark 70% Summative 30%

Final Mark 100%