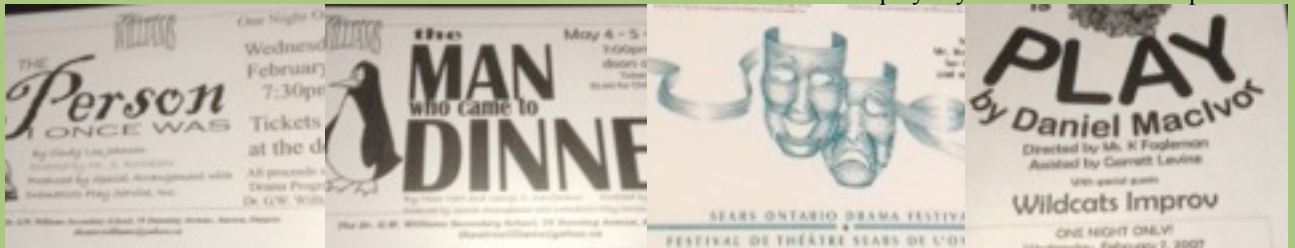


Dramatic Arts

plays by Williams Drama Department



Dramatic Arts Department

Dr. G.W. Williams S.S

Grade 9 Open Dramatic Arts ADA201

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 75-80)

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, conventions, and techniques. Students will explore a variety of dramatic sources from various creative angles as well as a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Units of Study:

<u>Unit</u>	<u>Description</u>
1 - Classroom Dynamics (approx. 3 weeks)	Students engage in activities which establish the drama learning environment. Activities focus on subject-specific vocabulary and concepts, using space, collaboration, listening and responding, reflection and discussion. Students review basic elements of tableau, role play and other drama forms and movement techniques.
2 - Finding Voice (approx. 2 weeks)	Students engage in activities which establish vocal techniques, strategies in advertising, and choral speaking culminating in the production and performance of an original radio play.
3 - The History of Comedy (approx. 3 weeks)	Students will develop and interpret roles from improvisation and explore mask work. A formal examination of historical improvisation (Commedia del' Arte and Lazzis) will allow students to see the evolution of comic characters and conventions.

- 4 - Choices and Consequences
(approx. 4 weeks) Students learn the art of storytelling and its connections to children's theatre. Through a variety of dramatic activities such as role playing, creating, sculpting, puppetry, monologues, storytelling, and journal writing students explore situations requiring difficult decisions and choices with a focus on targeted audiences.
- 5 - Dramaturgy
(Approx. 2 weeks) Students analyze various roles to gain a deeper understanding of text. Students draw connections through thorough analysis and performance.
6. Culminating Activity
(Approx. 4 weeks) Students focus on collaboratively creating and performing a theme based anthology through which they demonstrate the use of numerous dramatic conventions.

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

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%
Application 20%
Culminating Activity 20%
Final Exam 10%

Term Mark 70% Summative 30%

Final Mark 100%