

# Dramatic Arts



**Dramatic Arts Department** Dr. G.W. Williams S.S

## **Grade 11 University /College Dramatic Arts ADA3M1**

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

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

**Source:** *The Ontario Curriculum Grades 11 and 12: The Arts*, 2010, Ontario Ministry of Education (p 83-89)

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

### **Course Description:**

This course builds upon the skills introduced and explored in Grades 9 and 10. This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

*Note:* This course is being taught in tandem with (ADA 4M1)

### **Units of Study**

1. Acting Techniques (3 weeks)
2. Canadian Theatre (2 weeks)
3. Duologues (2 weeks)
4. 17<sup>th</sup> Century Theatre (3 weeks)
5. Social Issues Docudrama (2 week)
6. Culminating Activity: One Act Plays (6 weeks)

### **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:**

In accordance to Ministry of Education expectations, 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, students will be asked to pay reasonable costs associated with the events.

### **Materials:**

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



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

## 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 intelligences and needs of our school community. Students will, through a miscellany of activities, explore the various skills required in this course. As such, many instructional strategies, which include (but are not limited to):

- socratic learning
- concept attainment
- collaborative learning
- peer learning and assessment
- written and verbal reflection
- performance

When deemed appropriate, either through a student's IEP, or through in-class needs, alternate means of instruction and assessment will be used.

## 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;

**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 functions 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:** demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

### **Assessment and Evaluation:**

Individual assignments will be assessed and evaluated according to the categories listed below. *Diagnostic assessment* is used at the beginning of a unit to help determine a starting point for instruction. *Formative assessment* provides information to students as they are learning and refining their skills. *Summative assessments* at the end of units and a course give students an opportunity to synthesize/apply/demonstrate their learning. Summative assessments are counted toward the student's final mark.

### **Evaluation Breakdown:**

<b>Thinking</b>	18%
<b>Knowledge /Understanding</b>	18%
<b>Communication</b>	17%
<b>Application</b>	17%

**(Term Work 70%)**

**Course Culminating Activity 20%**

**Final Exam 10%**