

**DRAMA, GRADE 10****OPEN****ADA20**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility or decisions made in the creative and collaborative processes and will reflect on their experiences.

**EVALUATION STRANDS:**

A. Creating and Presenting	30%	<b>APPLICATON &amp; COMMUNICATION</b>
B. Reflecting, Responding, and Analysing	10%	<b>THINKING/INQUIRY</b>
C. Foundations	30%	<b>KNOWLEDGE/UNDERSTANDING</b>
D. FINAL Exam Unit	30%	<b>SUMMATIVE EVALUATION</b>

**UNITS OF STUDY:****1. ORIENTATION:**

*(B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities)*

*(B3.2 identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts)*

*(B3.3 identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors)*

*(C3.1 identify and follow safe and ethical practices in drama activities)*

*(C3.2 identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works)*

*(C3.3 demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts)*

- Review exercises regarding concentration, thinking, safety, listening and team work;
- Commit to creating a safe working environment.

**2. SENSORY:**

*(A1.2 select and use appropriate forms to present identified issues from a variety of perspectives)*

*(A3.2 use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal)*

*(A3.3 use a variety of technological tools)*

*(B1.1 use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama)*

- Students will participate in exercises that help create and promote trust;
- Student will explore exercises that will examine the four of the five senses;
- Students will participate in exercises that explore sight deprivation;
- Students will analyse situations for a Sensory Journey and create one for their peers to experience.

**3. IMPROVISATION AND CHILDREN'S THEATRE:**

*(A1.1 develop interpretations of issues from contemporary or historical sources)*

*(A1.3 use role play and characterization to explore personal and social issues)*

*(A2.2 use a variety of conventions to create a distinct voice that reflects a particular global, social or personal perspective)*

*(B1.2 analyse a variety of drama works to compare and assess how they explore universal themes and issues)*

*(B1.1 use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama)*

*(B1.3 identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purpose)*

*(B2.2 explain how dramatic exploration helps develop awareness of different roles and identities people have in society)*

*(B2.3 describe way in which different types of dramatic exploration and drama presentations contribute to school and broader community)*

*(C1.2 demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama with a focus on ensemble drama works)*

*(C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works)*

*(C2.1 identify ways in which dramatic expression and performance reflect communities and cultures, past and present)*

- Improvisational games will be explored as a means of analysing one dimensional characters;
- Students will explore gestures, body language and facial expressions that allow for an exaggerated character to come to life;
- Students will develop an understanding of the principles of movement through mime
- Students will create and perform a ten minute production for elementary students.

#### **4. IT'S ALL GREEK TO ME! EXPLORING PERFORMANCE WITH MASKS:**

*(A1.2 select and use appropriate forms to present identified issues from a variety of perspectives)*

*(A3.1 identify and use a variety of techniques to influence the audience in specific ways)*

*(B1.2 analyse a variety of drama works to compare and assess how they explore universal themes and issues)*

*(B2.1 identify different types of drama and explain their function in diverse communities and cultures from the past and present)*

*(B2.4 identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions)*

*(C1.2 demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama with a focus on ensemble drama works)*

*(C2.1 identify ways in which dramatic expression and performance reflect communities and cultures, past and present)*

\*Students will explore the history of Greek Theatre and the role of the mask;

\* Students will study a variety of creation stories from around the world.

#### **5. FINAL EXAM UNIT: SOCIAL ISSUE CLASS PLAY**

*(A1.3 use role play and characterization to explore personal and social issues)*

*(A3.3 use a variety of technological tools)*

*(B1.3 identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purpose)*

*(B2.3 describe way in which different types of dramatic exploration and drama presentations contribute to school and broader community)*

*(C1.2 demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama with a focus on ensemble drama works)*

*(C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works)*

*(C2.2 describe how drama is used for various purposes in a range of social contexts)*

- Students will examine a social issue play and explore its themes and characters through Written analysis;
- Students will select and audition for a role/and or technical role for the class production;
- Students will perform for an audience of their peers.

## DRAMA STUDENT EXPECTATIONS AND POLICIES

### ASSIGNMENT DUE DATES:

Due dates in these departments are firm and if a student fails to hand in an assignment by the agreed upon due date a **10% late penalty per day** will be applied up to the full value of the assignment. It is understood that assignments will be due at the *beginning* of the period or they will be considered late.

If a student is aware that they will be absent for a class that involves an assessment it is the student's responsibility to notify the teacher in advance of that class and submit the assignment prior to the absence.

Please note that field trips and extra curricular events do not exempt the student from these academic expectations.

### ATTENDANCE:

In drama/music/and visual art courses, the creation of the work is as equally important as the presentation of the work itself therefore consistent attendance is **vital** for student success in Arts based courses.

Arriving late disrupts the learning of others and affects the late student's learning; valuable instruction will be missed.

In Drama and Music performance dates are treated as summative assessments and attendance is mandatory.

- For example, in the ADA 4M course, the class play is performed both during the day and at night (Wednesday and Thursday) the week before the Victoria Day holiday. Look to the school agenda for the specific dates.

*Please sign below to indicate that you understand and accept the evaluation procedure described above along with the expectations of the student.*

**Student:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_