

DRAMA, GRADE 11

UNIVERSITY/COLLEGE PREPARATION

ADA 3M

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.

UNITS OF STUDY:

1. CHARACTER STUDY:

(A1.3 create and interpret a range of characters using a variety of acting approaches)

(A1.2 select and use appropriate drama forms to present a variety of adapted or original drama works)

(A3.2 use a range of techniques and acting approaches to refine performance during rehearsal)

(A2.2 use a variety of drama conventions to establish a distinctive context or role in original or adapted works)

(A3.1 use a variety of techniques to increase interaction with or participation by the audience)

- Students will use **improvisational** exercises as a means of exploring a variety of characters;
- Students will analyse scripts for **subtext** and utilize performance elements such as tone, expression, lighting, music, gestures, proximity, etc.

2. MONOLOGUE ANALYSIS AND PERFORMANCE:

(B1.3 analyse and evaluate the aesthetic and technical aspects of drama works of diverse genres and styles)

(B2.4 explain how different types of theatre mirror cultural diversity and local or regional concerns in Canadian and global societies from past and present)

- Students will study various acting strategies and concentrate on Stanislavsky's Method
- Students will select a two to three minute monologue for the purpose of study and performance
- Students will present their analysis in a paper and perform their monologues for the class.

3. SOCIAL THEATRE: BRINGING THE MESSAGE TO THE COMMUNITY

(B1.1 use critical analysis process before and during drama projects to assign roles within the group, monitor the group process, and modify the roles and process as needed)

(B1.2 analyse drama works to determine how they communicate ideas about issues, culture and society)

(B2.2 identify ways in which drama can influence personal growth, relationships with others, and aesthetic judgement)

(B2.3 identify ways in which drama can influence the broader community)

(C1.3 demonstrate an understanding of production and promotion roles, practices and terminology)

(C3.3 demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts.)

(B3.1 identify the collaborative skills and techniques they used to produce ensemble drama works and explain how they can be applied in a variety of other contexts)

- The class will examine a socially relevant script that have been professionally written;
- Having selected a strong 'social issue' play, students will audition for roles;
- Students will experiment with analysing their character assigned and writing in role/hot-seating;

- Students will research their social issue so that their characterization is believable and they are able to answer questions during the question/answer portion of their presentation;
- The class will present their play to both their peers, and to the grade 7 and 8 feeder school classes.

4. FINAL EXAM UNIT: SCENE WORK FOR TWO OR THREE

(C3.2 demonstrate an understanding of the tasks and responsibilities involved in producing drama works)

(A1.1 develop interpretations of drama texts or other sources from a variety of Western and non-Western traditions as a basis for their own drama presentations)

(B1.2 analyse drama works to determine how they communicate ideas about issues, culture and society)

(A2.1 highlight selected elements of drama and subordinate others to achieve specific purposes)

(A1.3 create and interpret a range of characters using a variety of acting approaches)

(B3.2 analyse their use of the creative process in drama activities and explain what they learned from it and how that learning can be applied in work and other social contexts)

- Students will choose their own partner(s) for this final unit and also the 5-8 minute scene which they will stage for the class;
- Students will analyse characters, create a stage, lighting and sound design and a rehearsal schedule.
- Students will submit a script/character analysis assignment
- Students will memorize a small professionally written scene for two

EXPECTATIONS:

A. Creating and Presenting	35%	APPLICATION & COMMUNICATION
B. Reflecting, Responding, Analysing	15 %	THINKING/INQUIRY
C. Foundations	20 %	KNOWLEDGE/UNDERSTANDING
D. FINAL Exam Unit	30%	SUMMATIVE EVALUATION

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: _____