

DRAMA, GRADE 9

OPEN

ADA 101

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.

EVALUATION STRANDS:

A. Creating and Presenting	30%	APPLICATION & COMMUNICATION
B. Reflecting, Responding, and Analysing	10%	THINKING/INQUIRY
C. Foundations	30%	KNOWLEDGE/UNDERSTANDING
D. Exam Unit	30%	SUMMATIVE EVALUATION

UNITS OF STUDY:

1. Orientation:

(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.)

(B2.3 explain how dramatic exploration helps develop groups skills and appreciation of communal values)

- Students will identify and explore the skills necessary to remain engaged in role as both a performer and an audience member;
- Students will participate in warm-up games that promote concentration, listening, team building, personal awareness, trust and reflection.

2. Tableaux:

(A1.2. select and use appropriate forms to suit specific purposes in drama works)

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

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

(C1.1 use correct terminology to refer to the forms, elements, conventions, and techniques of drama)

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

- Students will study the art form of body language, facial expression and spatial awareness;
- Students will examine the guidelines for creating a Tableau Image;
- Students will participate in creating tableaux that reflects an idea, a theme, an emotion and eventually a detailed story;
- Students will interpret a source for a story line, create a story board, create narration, and perform a Tableaux 8 Presentation.

3. Ritual:

(B1.2 interpret short drama works and identify and explain their personal response to the works)

(C2.2 describe ways in which contemporary dramas show the influence of social trends)

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

(A1.1 use a variety of print and non-print global sources)

(A 3.2 use a variety of expressive voice and movement techniques to support the depiction of character)

(B2.1 identify and explain the various purposes that drama serves or has served in diverse communities and cultures from the present and past)

(B2.4 identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions)

- Expressive and symbolic movement will be explored as a means of storytelling;
- Customs and beliefs from various cultures will be explored;
- Aboriginal symbols will be examined as a source for interpretation;
- Students will create a Ritual Presentation using both movement and oral storytelling traditions.

4. Improvisation:

(A1.3 use role play to explore, develop and represent themes, ideas, characters, feelings, and beliefs in producing drama works)

(A2.2 use a variety of conventions to develop character and shape the action in ensemble drama presentations)

(A 3.2 use a variety of expressive voice and movement techniques to support the depiction of character)

(C2.1 describe the origins and development of various drama forms, elements, conventions and techniques)

(A1.3 use role play to explore, develop and represent themes, ideas, characters, feelings, and beliefs in producing drama works)

- This unit will examine the history of comedy and the key characters that come from this genre;
- Students will explore farcical comedy through improvisational skits and games.

5. SHOW TIME! Class Play Unit

(A3.1 identify and use a variety of techniques or methods for establishing a rapport between performer and audience)

(A3.3 use a variety of technological tools to communicate or enhance specific aspects of drama works)

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

(B3.3 identify and describe various roles, responsibilities, and competencies of key personnel in theatre work)

(C1.1 use correct terminology to refer to the forms, elements, conventions, and techniques of drama)

- Students will explore a Canadian play and submit a work-booklet based on the play;
- Students will participate in an audition process for the class play;
- Students will examine character development;
- Students will become familiar with stage terminology, methods for memorization, and an understanding of stage business and cues.
- The class will present a play for other grade nine classes.

6. FINAL Exam Unit: Sharing My Story

(A2.2 use a variety of conventions to develop character and shape the action in ensemble drama presentations)

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

(B2.3 explain how dramatic exploration helps develop groups skills and appreciation of communal values)

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

(A2.2 explain how dramatic exploration can contribute to personal growth and self-understanding)

(B3.2 identify specific social skills and personal characteristics they have acquired or strengthened through drama work that can help them succeed in other areas of life)

- Students will explore the YRDSB's list of Character Matters;
- Students will have the chance to explore personal stories as a source;
- Students will be introduced to the concept of a monologue and will both write and perform one within a larger play;
- Students will create a group script for performance based on a YRDSB Character Matter's point(s);
- Students will reflect on the year and what he/she has learned during a formal exam date.

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: _____