

 Ontario	Ontario Ministry of Education www.edu.gov.on.ca/eng/	 Toronto District School Board	Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
COURSE OF STUDY OUTLINE					
Department	Drama	Course Type	Mixed		
Teacher		Grade	11		
Course Title	Dramatic Arts	Credit Value	One		
Course Code	ADA 3M1	Prerequisites	ADA 1O or 2O		
Revision Date	August 2017				
Ministry Document	<i>The Ontario Curriculum</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf				
Course Description	<p>This course builds upon the skills introduced in Gr.9 and/or Gr.10 Drama. Students create and present dramatic works with a values-based content using a variety of structures, styles and staging techniques to tell the story of the human condition with a focus on the events in the early and mid-20th century. As they explore the onset of Realism in theatre, they also explore the changing values of the times and the role of the Arts in civil rights along with the rise of the middle class and the social safety net.</p> <p>The study of various dramatic forms including improvisation, script analysis, theatre history, monologue and role-play culminates in the modern form of docudrama. Role-playing gives students a chance to explore values of empathy, tolerance and understanding, and it is a means of self-discovery, as well. Through an examination of Canadian and international cultures, historical and current, students explore the historical, social and political elements of society through the creation and performance of a docudrama which focuses on the universal complexity of the human experience within a given time or context. Students will use a variety of sources to develop and interpret appropriate roles and scenes in original and adapted works. Participation in drama helps students put themselves into the life experiences of others whilst accepting responsibility for their own actions, enabling them to examine and critique relationships and values in a variety of contexts.</p>				

ADA 3M - Gr. 11 Drama COURSE OUTLINE

UNIT ONE - Introduction to Creative Collaboration – 2 weeks

This unit promotes student collaboration in an effort to establish understanding of self and personal group dynamics, the creative process, and meaning in drama. Role play, designed to discover the individual in his or her environment, encourages the student to develop a greater understanding of values common to all cultures while sharing their own experiences. Theatre games, trust exercises, physical theatre and whole group dramas will be used to explore the complexities of relationships in society, and the recognition of conflict to explore resolutions collectively.

UNIT TWO - Improvisation in Drama and Commedia dell'Arte -3 weeks

In this unit, Improvisation is explored as a dramatic form, as well as a creative and collaborative skill. An historical perspective of improv will be studied with a practical and theoretical study of Commedia dell'Arte, as well as the modern improv tenets and exercises such as those taught through Second City. Students will develop creative thinking, cooperative problem solving, character and plot development, storytelling structure, listening skills, conflict resolution, clowning technique and "taking care of one's partner" (#1 rule of improv). Comedic and dramatic improvisation will have equal focus in this unit with connections being made to role-play and forum theatre structures.

UNIT THREE - 20th Century Theatre Styles and Approaches to Acting

Students will be introduced to the various theatre explorations of the early 20th century such as Realism, Naturalism, Symbolism and Constructivism and learn about the social and political contexts from which they grew. Students will also experiment with creating scenes in the various styles. In conjunction with this, students will be practising the various approaches to acting technique through the works of Stanislavsky, Laban, Strasbourg and Meisner. Various text fragments and artifacts will be used to create drama in the form of monologues, scripted scenes and improvisational structures to reveal the characters, story and underlying human values and issues of the age.

UNIT FOUR - Script Interpretation (done in conjunction with Unit Three)

This unit aims to develop various approaches and solid skills in script interpretation and analysis from a theatrical point of view. Students will develop an understanding of subtext, beats, climax, status transactions, staging, character development and interaction. Formal analysis promotes the engagement of both the student's heart and mind as he/she is introduced to themes, symbols, language and empathy for characters. A variety of scripts (Canadian, Shakespearean and early 20th century) will be used as they learn to analyze, score, prep and finally perform them.

Students will examine their own values as they interpret scripts from a variety of eras when theatre was beginning to develop a social conscience. Reflection on both process and product provides opportunities for students to explain, justify, analyze and assess the scripts and their own interpretations of them. A final presentation will be made by the performers and they will keep a journal of the process that led them to the final performance.

UNIT FIVE - Docudrama (Summative)

This is the final evaluation of the course accounting for 30% of the semester mark. Elements, structures and techniques used in previous units are to be applied to the dramatic form of docudrama. Students will explore a particular era of history and develop a docudrama presentation through the research of events, topics, society, politics, the arts and historical elements using primary and secondary sources. They are to use a wide variety of dramatic styles and structures to build the piece as they explore the format of a docudrama. The ensemble must work together to fulfill all of the required roles such as director, writer, designer tech crew and actors as they create their original piece. Through discussion, improvisation and negotiation, students will brainstorm and reach consensus on all aspects of their production. Students will be directed to pay attention to the values inherent in the topics presented for discussion and their possible dramatic development. Students will explore the comparisons between moral dimensions and social values of today with those of their researched era.

ADA 3M EVALUATION

Knowledge and Understanding 25%

- Understanding of suspension of disbelief
- Exploration of roles through research, various texts, interviews
- Elements and Principles of dramatic technique
- Understanding of dramatic forms, structures and sources
- Knowledge of theatre history and innovations
- Unit tests and quizzes of the above elements

Thinking and Analysis 25%

- Evaluating: using appropriate criteria to assess dramatic presentations of their own, their peers, and professionals
- Will explain their choices of form and stagecraft
- Reflection: ability to reflect in and out of role through various methods (i.e. discussion, journal writing, monologues etc.)
- Reflection on group dynamics in collaboration and their own abilities to negotiate, initiate, listen, cooperate, create and lead
- Creative problem solving in theatre development

Communication 25%

- Acting technique of voice, movement and character expression
- Effective use of dramatic forms in scene and performance development
- Appropriate and creative staging
- Clarity of communication in writing, performance and theatre development

Application 25%

- To interpret a variety of sources on stage and in written assignments
- Understanding and use of production elements (light, sound, set, costumes, etc.)
- Ability to collaborate with peers on task completion demonstrating initiative and creativity
- Uses responsible practices in studio safety and theatre etiquette
- Create and interpret a range of characters using a variety of approaches
- Adapting presentations accordingly to a variety of audiences

Term Work – 70%

Written Theory Summative – 10%

Performance Summative – 20%