

 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	Open		
Teacher	R. Miller-Tait	Grade	10		
Course Title	Drama – Production: Improv	Credit Value	One		
Course Code	ADD 201	Prerequisites	None		
Revision Date	August 2018				
Ministry Document	<i>The Ontario Curriculum</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf				
Course Description	<p>This course provides an in-depth exploration of improvisation as a vehicle for drama development, theatrical presentation and actor training. The course material focuses on the art of improvisational theatre and the skills necessary to create three-dimensional characters, coherent stories and compelling performances through strong listening skills, scene commitment and exploration of the key elements of theatrical improvisation. Students apply their skills in the development of comic and serious improvised scenes. They analyse scene structures and the use of improvisation in the development of theatre for sociological and entertainment purposes. Students experiment with long forms of improvisation to develop a final presentation and have a written summative evaluation.</p>				

Gr. 10 Drama Production – Improvisation

UNIT ONE - Yes, and! – 15 hours

Students will learn the basic rules of improvisation, focusing on agreement, advancing and making offers. Trust and cooperation are major elements of improvisation. Students must have the sense that the classroom community is safe and encouraging. Students will work together in a cooperative environment and further build on interpersonal and intrapersonal skills. The philosophies of improvisation are emphasized, including the importance of "making your partner look good." Students will learn how agreement is the cornerstone of improvisational collaboration and how saying "Yes and" enriches the ideas of all improvisers.

UNIT TWO - Scene Structure – 20 hours

This unit focuses on the basic elements of scene structure, including setting, relationship and stakes. Students learn the elements of scene structure and applying the ideas of “playwriting on their feet.” They will learn basic short form improv structure and how to incorporate setting, relationship and stakes. Physical theatre like mime will also be reviewed to prepare them for the rest of the year, as students will be expected to create environments and props from their imaginations. Emphasis will be placed upon relationship, including the exploration of status, emotional stakes, and attitudes towards other characters.

UNIT THREE – Characterisation – 25 hours

Students will explore different elements of character, including objective, stakes and point of view. They will learn how to generate a variety of characters on the spot. This unit will also focus on the use of improvisation for actor training through the creation of rich characters using improvised inner-monologues. These characters are developed using outside-in and an inside-out methods. Students will conceive of physical and vocal means of expression and play characters in a variety of situations giving them a better understanding of how they function within the world. Students will re-examine inside-out character exploration and explore the concept of point-of-view and how characters perceive the world through that lens.

UNIT FOUR – Sketch Comedy and Satire – 20

Students will use improv to generate short scripted sketch comedy pieces. They will also look at ways that humour can be used to make political statements and commentary on the socio-political world they live in. Students will learn a variety of satirical and comedic techniques and then use the techniques to construct their own satirical sketches with a focus on exploring purpose and target audience. Students will explore how the techniques of improvisation can be used to explore political issues and real life situations.

UNIT 5 – Long-Form Improv – 15 hours

Students will begin learning about Long Form improv. They will learn how to create shifts, change and action within a longer story and how to explore an idea in a variety of different ways throughout a singular story. They will also learn The Harold and other Long Form structures in preparation for the culminating activity.

UNIT 6 – Culminating Activity – 15 hours

Students will develop a Long Form improv structure and then perform it for the class. They will have time to rehearse and develop the structure leading into performance.

NOTE: It is the policy of the Toronto District School Board that no weapons or replicas may be brought to school for use as props in performance for any reason. Students violating this rule will be subject to disciplinary action (i.e. suspension etc.) under the TDSB policy related to the possession or use of weapons, firearms or replicas on school property. Also, racist, sexist, homophobic, or any discriminatory language or actions will not be tolerated.

ADD201 EVALUATION

Knowledge and Understanding 20%

- 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 20%

- 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 30%

- 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 30%

- 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%

Final: Summative Evaluation = 30%

- Summative Evaluation includes BOTH performance piece (25%) AND written exam (5%)