



Oakwood Collegiate Institute

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Course of Study: ADA201- Grade 10 Dramatic Arts

<i>Academic Year: 2018-2019</i>		<i>Teacher Name: Mr. Pisani</i>	
<i>Department: Arts</i>		<i>Department Head: Mr. Tiberio</i>	
<i>Date developed:</i>		<i>Revised: September 2018</i>	
Course Title	Grade 10 Drama	Course Code	ADA 201
Prerequisite	Grade 8 Arts	Grade	10
Level	Open	Credit Value	1

Course Description

Ontario Ministry of Education Document: Dramatic Arts, Open, Grade 10

The Grade 10 Dramatic Arts course requires students to explore dramatic forms and techniques, using their own ideas and concerns as well as ideas in sources selected from a wide range of genres, texts (used in the broadest sense), forms and cultures. Student learning includes the identification and use of the elements of time, place, role/character, dramatic situation/tension, and structure in creating, sustaining and communicating authentic drama. Students assume responsibility for decisions made in the creation and presentation of the drama, and analyze and reflect on the experience. Drama involves numerous complex collaboration skills, including problem-solving, creating, negotiating, communicating, consensus-building, supporting, presenting, and reflecting. By entering an imagined world, students learn new and unique ways to view themselves and their world. Their learning enhances their ability to listen, question, interpret, create, communicate, and reflect. The universals of human experience are explored in a safe, creative, reflective environment.

Textbook: Teacher selected hand-outs and scripts

Instructional Strands/Units		
Strand/Unit Titles	Approx. Time Spent	Overall Expectations/Unit Description
Unit 1 Classroom Dynamics	10 hours	<ul style="list-style-type: none"> Students will spend the first 4 classes engaging with their new classmates through play. Students will play drama games that encourage cooperation, collaboration, respect for others, and listening skills. Students will create an environment of respect and trust by getting to know one another in a safe and orderly manner. Additionally, students will complete an assessment for learning assignment that requires students to create an instructional dramatization of <i>The Woburn Way</i>. In groups using their agendas, students will present their advice on how to be successful at Woburn through skills learned in grade 9 drama (tableaux, voice technique, choral reading, monologues, and dialogues). This assignment is designed to check for student's interest and prior knowledge and skill base. The mission of the course will be clearly addressed and echoed throughout this unit: To empower the individual through positive self-expression and promote social change through empathy.
Unit 2 Tableau	10 hours	<ul style="list-style-type: none"> Students will explore the elements of tableaux and demonstrate an understanding of how to communicate through frozen pictures. Emphasis will be not only on the elements of effective tableau (spacing, levels, expression, energy, direction) but also on the morphing from one picture to the next In the culmination of this unit, students will combine understanding of tableau and choral voice.
Unit 3 Movement	10 hours	<ul style="list-style-type: none"> Students will explore two types of stylized movements: stage combat and flocking. They will explore the skill of expression and storytelling through movement. In this unit, students will continue to foster new relationships with respect and trust and become more able to take risk on stage. In the culmination of this unit, students will choose between a stage combat assignment or a flocking assignment in order to demonstrate their understanding of expressive movement
Unit 4 Improv.	15 hours	<ul style="list-style-type: none"> In this unit, students will learn about improvisation and how to use it as a tool to create character. Students will explore spontaneity, status, give/take, and environment building through games and play based exercises Students will continue fostering cooperation and risk taking in a safe and orderly environment

Unit 5 Clowning	15 hours	<ul style="list-style-type: none"> • Students will learn about the history and artistry of clowning. • In this unit, students will combine their prior skills in movement, tableaux, and voice to explore the art of clowning and the various types of clowns • By the end of the unit, students will create their own clown persona
Unit 6 Character Creation and Scene Study/ Monologues	20 hours	<ul style="list-style-type: none"> • This unit is tiered for student learning needs. • There are three activities within this unit that are scaffolded to build on student readiness. • Students will demonstrate the skill of memorization and character creation through neutral scripts, scene study, and monologue • Students will review important stage terminology including types of theatre spaces (i.e. amphitheatre), parts of the stage (i.e. the apron), and acting terminology (ie. Monologue, and Aside). • Students will review text, context, and subtext to further understand the technique required in acting • Students will be introduced to a variety of techniques that help actors create character (ie. Colour Characterization, the Humours, Uta Hagan’s Six Steps) • Students will also demonstrate their understanding of acting technique through analysis, assessing the acting technique within film and/or a live theatre production • The culminating task for the unit will be a scene study assignment
Unit 7 Mask	10 hours	<ul style="list-style-type: none"> • In this unit, students will learn about the history of masks • Students will be introduced to neutral masks and focus on expressive movement • They will learn about character masks and the history of Commedia Del ‘Arte
Unit 8 Culminating Mask Project	15 Hours	<ul style="list-style-type: none"> • Students will then learn about mask making and create their own character mask based on a high school stereotype • As the culminating task, students will create a 10 minute play in which different masked characters will interact to explore high school conflict and resolution scenarios.

Student Evaluation Criteria			
Term Work		Culminating Activities	
Categories			
Knowledge/Understanding	20-30%	Final Performance	10%
Inquiry/Thinking	20-30%	Written Script	7%
Communication	20-30%	Character Mask Creation	3%
Application	20-30%	Process	10%
Term Total 70%		Culminating Activity Total 30%	

	1st Report	2nd Report	3rd Report	Final Report
Report Cards	Nov. 23, 2018	Feb. 12, 2019	April 18, 2019	June 27, 2019
Parent/Teacher Interviews	Nov. 29, 2018	Feb. 14, 2019		

Learning Skills
<p>It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: Responsibility, organization, independent work, collaboration, initiative and self-regulation. Students will have the opportunity to assess themselves and their classmates in these categories in addition to the teacher providing feedback. Students will be provided a rubric, checklist or some other form of feedback sheet when this type of feedback occurs.</p>
<p>Work Independently: <i>Effort and attendance at rehearsals and in class</i></p>
<p>Organization: <i>Memorization of lines, bringing script to class. Attendance at rehearsal in and outside of class time.</i></p>
<p>Initiative, Collaboration, Responsibility: <i>Completion of all homework assignments, rehearsals, lines, in class participation and positive behaviour.</i></p>
<p>Work Habits: Peer and self evaluations and feedback, written and oral.</p>

Assessment and Evaluation Tools		
Written Work	Performance	Oral/Other