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Course of Study: ADA3M1- Grade 11 Dramatic Arts

<i>Academic Year: 2018-19</i>		<i>Teacher Name: / Mr. Au</i>	
<i>Department:: Arts</i>		<i>Department Head: Mr. Tiberio</i>	
<i>Date developed: June 2015</i>		<i>Revised: June 2018</i>	
Course Title	Grade 11 Drama	Course Code	ADA 3M1
Prerequisite	Grade 9 or 10 Drama	Grade	11
Level	University/College	Credit Value	1

Course Description

Ontario Ministry of Education Document: Dramatic Arts, Grade 11, University/College

This course requires students to create and to perform dramatic presentations. Students will analyze, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyze the functions of playwright, director, actor, producer, designer, technician, and audience. The study of dramatic arts provides students with an opportunity to take on roles, to create and enter into imagined worlds, and to learn in a unique way about themselves, the art of drama, and the world around them.

The expectations for dramatic arts courses are organized in three distinct but related strands: * **Theory, Creation and Analysis**. Creative work consists of creating and presenting drama. Analysis involves responding to the creation and presentation of drama through ongoing reflection, deconstruction, and evaluation. Theory focuses on form and meaning in drama.

Textbook: Teacher selected hand-outs and scripts

Instructional Strands/Units

Strand/Unit Titles	Approx. Time Spent	Overall Expectations/Unit Description
Unit One: Welcome Back.	3 hours	Students will engage in dramatic arts activities such as name games, icebreaking activities, team building and trust exercises. This will increase the students' awareness and importance of teamwork. -To foster student confidence in speech and movement -To develop the student's awareness of all five senses -To inspire in the student a positive self image -To increase in students an awareness of others and self

Instructional Strands/Units (Cont'd)		
Strand/Unit Titles	Approx. Time Spent	Overall Expectations/Unit Description
Unit two: Theatre History	15 hours	Students will research an era within theatre history. Students will be responsible for giving an oral presentation to the rest of the class as well as presenting a staged reading of a scene from a play from the era. They must incorporate the style and conventions of that particular genre. The research will include the prevalent type of theatre for that period, the acting styles, stage design, innovations, famous actors and historical overview
Unit 3 Shakespeare	30hours	Students will be introduced to the techniques used to perform Shakespeare Texts will include: -Single lines -Sonnets -Neutral pieces (chorus from Romeo and Juliet) -Soliloquys -Short scenes The unit will culminate with a performance of Act V, scene I of a Midsummer Night's Dream
Unit 4 Acting Technique	15 hours	Students will be introduced to the acting techniques of Uta Hagan and Stanislavski They will learn how to apply Uta Hagan's "Six Steps" They will perform a series of her "Object Exercises" The will participate in a Stanislavski acting workshop The will prepare a short scene utilizing his techniques
Unit 5 Play Project	30 hours	In this unit the students will utilize the skills they learned in the acting technique unit to perform a full length play. The student will be cast by the teacher in their roles They will develop their character using the "Stanislavski Method" They will apply Uta Hagan's six steps to their scene work The play will be performed for an invited audience
Unit 6 Collective Creation	10 hours	In this unit the student will be introduced to the techniques of Collective Creation The will be responsible for picking a theme and bringing in artifacts connected to that theme They will create a piece of theatre reflecting that theme
Unit 7 Culminating Activity Docudrama	30hours	Using the techniques learned through the course of the year they students will create a docudrama based on a historical event The must use primary sources The qualities of a good docudrama include: a strong introduction and conclusion, smooth transitions and a variety of dramatic techniques (tableau, mime, creative movement, dance, chanting, choral speaking, monologue, dialogue/script, reader's theatre, interviews, improvisation, role playing, music, song, visual aids/multi-media). The material must be arranged into a logical order for presentation. Each group member must also submit a monologue, written in-role, as a character (real or fictional) who has a significant stake in the events portrayed. -

Student Evaluation Criteria			
Term Work		Culminating Activities	
Categories			
Knowledge/Understanding	20-30%	Final Performance	15%
Inquiry/Thinking	20-30%	Rehearsal and creative process	10%
Communication	20-30%	Written journals and post mortem report	5%
Application	20-30%		
Term Total 70%		Culminating Activity Total 30%	

	First Report	Second Report	Interim Report	Final Report
Progress Reports				
Report Cards				
Parent/Teacher Interviews				

Assessment of Learning Skills
It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: Working Independently, Organization, Initiative, Work Habits & Homework, Teamwork. 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.
Work Independently: <i>Effort and attendance at rehearsals and in class</i>
Organization: <i>Memorization of lines, bringing script to class. Attendance at rehearsal in and outside of class time.</i>
Initiative and teamwork: <i>Completion of all homework assignments, rehearsals, lines, in class participation and positive behaviour.</i>
Work Habits: <i>Peer and self evaluations and feedback, written and oral.</i>