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Course of Study: ADA4M1- Grade 12 Dramatic Arts

Academic Year: 2018-19		Teacher Name: Mr. Au	
Department: Arts		Department Head: Mr. Tiberio	
Date developed: June 2015		Revised: June 2018	
Course Title	Grade 12 Drama	Course Code	ADA 4M1
Prerequisite	ADA3M1	Grade	12
Level	University/College	Credit Value	1

Course Description

Ontario Ministry of Education Document: Dramatic Arts, Grade 12, University/College

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analyzing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. This course also engages students in active learning. They apply their theory and knowledge in genuine theatrical contexts by working as actors, playwrights, and discerning audience members. The intent of the course is to make learning experiential to the greatest extent possible, while meeting the academic demands presented by the expectations and suitable for the university/college destinations of students taking the course.

Textbook: Teacher selected hand-outs and scripts

Instructional Strands/Units

Strand/Unit Titles	Approx. Time Spent	Overall Expectations/Unit Description
Unit 1 Audition Technique	25 hours	Students use text to extend their personal acting skills in voice and movement. Through exercises derived from the work and theories of Stanislavski, Laban, Alexander and Keith Johnstone, students develop skills and an understanding of the acting process. The teacher provides each student with the text for a short monologue. The teacher leads the students through performance techniques that support interpretation and develop methods for creating transitions between moments. Students use these methods to refine their presentations.

Strand/Unit Titles	Approx. Time Spent	Overall Expectations/Unit Description
Unit 2 Character Study	25 hours	The students will create a character "Working" by Studs Terkel as their primary source They will utilize the Stanislavski character method They will present a 5 minute one person piece for evaluation
Unit 3 19 th Century Realism	20 hours	Students will examine the period of 19 th century realism. They will explore the plays of Ibsen, Chekov and Strindberg The unit will culminate with a scene presentation in the acting style of the period
Unit 4 Bertolt Brecht and Epic Theatre	20 hours	The students will research Bertolt Brecht and his Epic theatre They will read several plays by Brecht They will examine the Epic Theatre Style The unit will culminate with a presentation of a Brecht play performed in the style of Epic Theatre
Unit 5 Theatre of the Absurd	20 Hours	The students will examine the Theatre of the Absurd movement of the 1950s They will learn about Existentialism They will read several plays by Absurdist playwrights (Ionesco, Beckett, Albee, Pinter) They students will write and perform their own absurdist play.
Unit 5 Culminating Activity The play project	30 hours	The class will produce, act and be technical support for a full length play of their choice. This will be performed in the auditorium for a paying audience. This assignment gives students a chance to specialize in their particular area of interest.

Student Evaluation Criteria			
Term Work		Culminating Activities	
Categories			
Knowledge/Understanding	20-30%	Rehearsal Process	10%
Inquiry/Thinking	20-30%	Proposal and implementation of original idea	10%
Communication	20-30%	Final Presentation or performance	10%
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: *Effort and attendance at rehearsals and in class*

Organization: *Memorization of lines, bringing script to class. Attendance at rehearsal in and outside of class time.*

Initiative and teamwork: *Completion of all homework assignments, rehearsals, lines, in class participation and positive behaviour.*

Work Habits: Peer and self evaluations and feedback, written and oral.

Assessment and Evaluation Tools

<i>Written Work</i>	<i>Performance</i>	<i>Oral/Other</i>
Personal Reflections Post Mortem Reports Quiz Journals In class assignments Research Assignments	Individual Performance Daily Participation and effort Group work Partner work	Presentations Daily effort Extra Rehearsal time In and out of class practice Line memorization Research

Communication

Parents	
Students	
Extra help	