

# ADA 205: Grade 10, French Immersion Dramatic Arts

Teachers: Mme Cardoni, M Dipchand

Materials Required: Binder, paper, pen,  
appropriate dress for movement/theatre activities

This course uses a Google classroom.  
To join, use code: e4zwmdk (Cardoni)



## **COURSE DESCRIPTION**

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This course provides opportunities for students to explore dramatic forms, conventions and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

## **OVERALL EXPECTATIONS**

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Expectations are organized into three strands: *Creating and Presenting*, *Reflecting, Responding and Analyzing* and *Foundations*

### Creating and Presenting

- A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
- A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of global sources;
- A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

### Reflecting, Responding, and Analyzing

- B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;
- B2. Drama and Society: demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities;
- B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

### Foundations

- C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
- C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
- C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

## UNITS OF STUDY

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Unit #1	Drama Games and Team Building	September
Unit #2	Tableau	September – October
Unit #3	Reader's Theatre	November
Unit #4	Collective Creation	December
Unit #5	Inside Out	January
Unit #6	Slapstick/Mime	January – February
Unit #7	Monologue	February – March
Culminating Assignment and Written Test/Assignment		April – June

\*All timelines are approximate and may change given the nature of the course.

## LEARNING SKILLS

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*Responsibility, organization, independent work, collaboration, initiative, self-regulation* are the key learning skills to be assessed in this course, using appropriate rubrics and checklists. These learning skills are evaluated using a four-point scale: (E) Excellent, (G) Good, (S) Satisfactory, (N) Needs Improvement.

## COURSE EVALUATION

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Assessment in this course is varied and will emphasize the creative process and the critical analysis process. A range of assessment tools may include: tests, written assignments/ reflections/reviews, journals, daily classwork, guest artist workshops, formal and informal performances.

Activities fall under the expectations in the three strands: A. Creating and Presenting, B. Reflecting, Responding and Analyzing and C. Foundations. These strands correspond to the following *Achievement Chart Categories*:

<b><u>Category</u></b>	<b><u>Weighting</u></b>	<b><u>Strands</u></b>
Knowledge and Understanding	20%	Foundations
Thinking	20%	Reflecting, Responding, Analyzing
Communication	30%	Creating and Presenting
Application	30%	Creating and Presenting

### ADA201 Course Evaluation Breakdown

**70% Course Work**

**30% Culminating Project**

## CULMINATING ACTIVITY

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Students are expected to take part in the culminating activity which will give them the opportunity to demonstrate their achievement of the course expectations. This culminating activity will consist of a written test or assignment and a studio assignment, which together will count for 30% of the overall grade.