

Richview Collegiate Institute

# ADA 3M5: Grade 11, French Immersion Dramatic Arts

Teacher: Mme Cardoni

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

**This course uses a Google classroom.**  
**To join, use code: ghpqmp**



## **COURSE DESCRIPTION**

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This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

## **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;

**B2. Drama and Society:** demonstrate an understanding of how societies present and past use or have used drama, and 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	Group Dynamics/Collaboration/Concepts& Terminology	September
Unit #2	Review: Tableau, Mime, ad Movement	September – October
Unit #3	Student-directed Scenes/One-Act Plays	October – December
Unit #4	Costume	January – February
Unit #5	Children's Theatre/Scriptwriting	February – March
Unit #6	Comedy / Mask	March – April
Culminating Project: Monologue and Written Test		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 Activity**

## 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.

### Project Description

Students will work with a partner to prepare and perform a monologue 2-5 minutes in length. The piece must be student-written and the idea must be approved by the teacher.

<b>Task</b>	<b>Achievement Chart Category</b>	<b>Weighting</b>
Original Monologue and Character Background	Knowledge	2.5%
Directing and Acting Rehearsal Process	Application	10%
Monologue Performance	Communication	15%
Course Reflection Paper	Thinking	2.5%