|  |  | **Course Outline and Evaluation Summary**  **Course Code: ADA3M1** | |  |
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|  | Title of Course: Grade 11 Drama Elective | 416-395-3210 | |
|  | Department: Drama Department |  | |

| **Course Description** |
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| This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. This course is recommended for students who want to deepen and continue with their theatre studies. This course focuses on scene study and theatre history. The focus is on early 19th century realism, theatre of the absurd and naturalism, community theatre, creating original theatre and acting techniques. |

| **Course Evaluation**  Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
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| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | % | Knowledge & Understanding | 30% | % | Culminating Task |
| % | Thinking & Inquiry |
| % | Application | % | Final Exam |
| % | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. |
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| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation.  **Department Information:** Because of the collaborative and experiential nature of drama, any and all absences negatively impact the student, other group members, the rehearsal process and performance outcomes. Student absences therefore, must be documented with a signed note from the parent or physician when it is a performance day. The onus is on the student to make up for missed rehearsal time when it is possible to do so. |

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| **Course Assessment Tasks** | | | |
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| ***Unit/Topic/Strand*** | ***Big Ideas*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1: Theatre History  **Monologue**  **Scene Study** | Introduction to the foundations of theatre from 1850 to present day. Students will research in groups,  specific periods in development, including melodrama, realism, expressionism, naturalism and absurdism.  Students will : Study dramatic techniques used in each theatre genre.  Examine the relationship between the society of the time and the theatre it produced.  Incorporate the knowledge gained into a presentation and performance with the  intent to instruct the audience about a specific period in history. | Research, Presentations  Character building Performance of Monologue and Scene Study  Reflection-written  Responsible Practices-ongoing assessment  Melodrama Rehearsal and Performance | 8 Weeks |
| Unit 2: Character Development in Realism and Naturalism | Character development in Realism and Naturalism:  Using Stanislavski's theories and observations as a base, students will create characters to present to the  class. Students will continue to further develop performance techniques and characterization within the  monologue and scene study unit.  Work applies principles of  rehearsal-responsible practices, performance, observation/reflection | Warm Up Technique Practices  Scene Study Performance  Text Analysis  Character Study Research  Responsible Practices-ongoing assessment | 8 weeks |
| Unit 3: Technique Study-Realism/Naturalism | Using techniques developed in Unit two, students will perform and film one monologue. Through  workshops, character biographies and observations of their work, students will work on objectives and  obstacles. Emphasis on Subtext and Action without words.  Observation/Reflection | Theatrical Production Research Assignment  Monologue Study Skill Application  Responsible Practices/Rehearsal to Performance-ongoing assessment | 5 Weeks |
| Unit 4: Script Interpretation/Scene Study | Students will explore excerpts from plays for the purpose of developing their skills on characterization,  motivation, script analysis, context and theme.  Culminates in memorization and presentation of scripted scenes. | Best Rehearsal Practices  Best Performance Practices  Journal Reflection-Written  Self Assessment  Peer Assessment-Verbal-ongoing  Responsible Practices-ongoing assessment | 8 Weeks |
| Unit 5: Theatre of the Absurd | Based on the genres and playwrights studied, students will continue a more in-depth preparation to  directing through research, workshops and ensemble building. Students will have hands on opportunity  with the Theatre of the Absurd Unit.  students will create an artistic  vision and direct a theatrical performance. Students will rehearse, create sets and develop character and  group roles within the process. Theme over character will be discussed and emphasized for directors’  vision.  Comparing and contrasting Realism and Absurdism will continue throughout the course. | Character Analysis  Director’s Notes  Production Notes  Rehearsal Notes  Rehearsal  Performance Presentation  Written Assignment-Reflection  Text Analysis | 8 weeks |
| Unit 6: Musical Theatre | Students will study an overview of the History of Musical Theatre  Students will rehearse and perform and solo piece from a musical with a focus on character, acting technique and storytelling through song from the actor’s perspective. | Character research-written  Song Analysis  Text Analysis  Rehearsal  Performance | 2 weeks |

Course Assessment Tasks may be modified as per the discretion of the course teacher based on classroom needs.