|  |  | **Course Outline and Evaluation Summary**  **Course Code: ADA4M1** | |  |
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|  | Title of Course: Grade 12 Drama Elective | 416-395-3210 | |
|  | Department: Drama Department |  | |

| **Course Description** |
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| Drama students extend their understanding and interpretation of dramatic texts, forms characters and theatrical productions  using a variety of elements and conventions. Students engage in increasingly effective social interactions and collaboration as  they create, perform, and analyse drama. In this course, students will experience being performer, audience, playwright,  technician, designer, director and critic. |

| **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:  Group Dynamics  Ensemble Building Skills | Team Building Exercises, Observation and Reflection, Review of Previously Learned Terminology, Physical Theatre Exercises, Voice and Speech | Character building exercises.  Group Creation  Personal Reflections.  Observation and Reflection of Peer Work.Responsible Practices-ongoing assessment | 2 Weeks |
| Unit 2:  Canadian Theatre | Students will be introduced to Canadian theatre history and famous Canadian playwrights. They will complete a research assignment and perform a scene from a Canadian Play. | Warm Up Technique Practices  Scene Study and Text Analysis  Character Study Research  Responsible Practices-ongoing assessment | 4 weeks |
| Unit 3:  Theatre of the Oppressed and Verbatim Theatre | Students will learn about the founder of political theatre- Augusto Boal and study his Theatre of the Oppressed. The unit will also include Verbatim theatre and will culminate in the performance of an original verbatim theatre piece. | Techniques and Approaches to Theatre Genres for Theatre of the Oppressed  Scene Study and Short Play Creation  Explorative Approach Exercises to the students relations to Space  Responsible Practices-ongoing assessment | 6 Weeks |
| Unit 4: Approaches to Play Creation/Devised Theatre | Students will perform published short plays applying skills learned in direction, acting and production. Students will be assigned specific roles that will contribute to the culmination of a performance for a live audience. | Reflection-Analysis  Observation-Analysis  Journal Reflection-Written  Self Assessment  Rehearsal-Building from the Ground Up to Performance  Peer Assessment-Verbal-ongoing  Responsible Practices-ongoing assessment | 4 Weeks |
| Unit 5:  Structuring a Ten Minute Play | Students will study and craft a 10-minute play. We discuss the difference between a dramatic play and a skit. (Sense of dynamic character, dramatic action, conflict, theme, etc.) | Character Analysis  Character Creation  Monologue Creation  Scene Creation  Play Creation  Rehearsal Notes  Written Assignment-Reflection  Text Analysis | 4 weeks |
| Unit 6: Audition Unit | Monologue: Rehearsal to Performance | Performance of fully memorized monologue, character biography, read and summarize the play, daily  responsible practices. | 2 weeks |

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