

ADA201
Dramatic Arts, Grade 10, Open

Teacher: S. Bilmer

Drama Studio: Rm 115

Drama Office: Rm 111

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** Please review TDSB's Disconnecting from Work Policy*

Overview

This course requires students to actively explore dramatic forms and techniques, using their own ideas as well as secondary sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

More detailed information about this course can be found at the Ontario Ministry of Education Website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary>

Units of Study

<p>Theatre Basics: Building the Ensemble</p>	<ul style="list-style-type: none">● learn, develop and demonstrate understand of basic theatre terms and stage movements● use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources/ generated through improv and games● apply and understand drama forms, elements, conventions, and techniques, including the correct terminology for the various components● demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities
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<p>Introduction to Physical Theatre Techniques: Mime & Movement</p>	<p>Through activities such as tableau, physical and oral storytelling, as well as improv, students will identify the correlation between physical movement and communication. Students will reflect on ways in which they can apply this learning in personal, social, and career contexts.</p>
<p>Character Studies: Creating a Monologue and Scene Study</p>	<p>Using the creative process and a variety of sources and forms, both individually and collaboratively, students will design and develop dramatic works</p> <ul style="list-style-type: none"> • each performance students will be asked to use the critical analysis process to reflect on and evaluate their own and others' drama works and activities • 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.
<p>Summative Task</p>	<p>Drama Anthology Project</p>

A variety of teaching strategies are used to enhance student learning. These include (but are not limited to): game playing and exercises, formal and informal journal writing, small group and full class creation, and improvisation. To promote student success, ongoing assessment and feedback will be given regularly to the students. A variety of assessment and evaluation strategies will be used in this course, including Achievement Chart Based Rubrics. Expectations will be evaluated based on the provincial curriculum expectations and the achievement levels outlined in the ministry document.

Expectations are organized into four categories of knowledge and skills:

Knowledge and Understanding 25%

Thinking 25%

Communication 25%

Application 25%

Each student's **final mark** will be in the form of a percentage grade based on their achievement in the four categories on the achievement chart. All assignments and weightings will be posted and updated on Brightspace.

Term Evaluation 70%

Final Evaluation 30%

In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:

Responsibility

Organization

Independent Work

Collaboration

Initiative

Self-Regulation

For specific **policies on assessment and evaluation**, and academic integrity, please refer to School Procedures in the **student agenda**.

Drama Room Expectations and Community Agreements

a) Attitude – come to class with a positive attitude, be diligent in your work, be attentive, volunteer thoughts, ask questions, and take risks.

b) Effort- Work to the best of your ability and respect the rights of others to learn.

c) Respect - Honour your role to uphold an atmosphere that is emotionally supportive and socially safe for the classroom community.

d) Presence – students are responsible for all work missed. Group performances will still run on the scheduled days. It is your responsibility to demonstrate a commitment to your group.

