

## Grade 10 Open Dramatic Arts ADA201

<p><b>Course Description:</b></p> <p>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.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Level:</b></td> <td style="padding: 2px;">Open</td> </tr> <tr> <td style="padding: 2px;"><b>Credit Value:</b></td> <td style="padding: 2px;">1.0</td> </tr> <tr> <td style="padding: 2px;"><b>Pre-requisite:</b></td> <td style="padding: 2px;">None</td> </tr> <tr> <td style="padding: 2px;"><b>Department:</b></td> <td style="padding: 2px;">The Arts</td> </tr> </table> <hr/> <p style="padding: 2px;"><b>Course Fees:</b> N/A</p> <p style="padding: 2px;">Students may attend theatrical performances and may need to pay for their tickets. See “General Information” for more details.</p>	<b>Level:</b>	Open	<b>Credit Value:</b>	1.0	<b>Pre-requisite:</b>	None	<b>Department:</b>	The Arts
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<p><b>Textbooks &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</li> <li>• The Ontario Curriculum, Grades 9 &amp; 10: The Arts, 2010</li> </ul>
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<p><b>Course Evaluation:</b> Student Evaluation consists of three components...</p>					
<p><b>1) Learning Skills &amp; Work Habits:</b></p> <p>Students are evaluated on 6 Learning Skills &amp; Work Habits. They are:</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Organization</li> <li>• Independent Work</li> <li>• Collaboration</li> <li>• Initiative</li> <li>• Self-Regulation</li> </ul>	<p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) &amp; Needs Improvement (N) and reported on the report card. They <b>are not</b> included in the course mark, unless specified in the curriculum expectations.</p>				
<p><b>2) Term Mark (Assessment of Learning):</b></p> <p>Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding 20%</li> <li>• Thinking and Inquiry 30%</li> <li>• Communication 20%</li> <li>• Application 30%</li> </ul>	<p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p><b>It is the student’s responsibility to submit evidence of learning.</b></p>				
<p><b>3) Final Evaluation (Assessment of Learning):</b></p> <p>The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p>	<p>The final evaluation consists of:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Culminating Activity</td> <td style="text-align: right; padding: 2px;">20 %</td> </tr> <tr> <td style="padding: 2px;">Monologue Exam</td> <td style="text-align: right; padding: 2px;">10 %</td> </tr> </table>	Culminating Activity	20 %	Monologue Exam	10 %
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<p><b>Final Mark = 70% Term Mark + 30% Final Evaluation</b></p>					
<p>For a detailed description on Course Evaluation, see “How Did I Get That Mark!” at <a href="http://www.satec.on.ca">www.satec.on.ca</a></p>					

<p><b>Course Conduct Policies:</b> See Student Agenda.</p>
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**Please retain this page in the front of your notebook for future reference.**



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### Course Outline:

<b>Unit</b>	<b>Description</b>	<b>Approximate Length</b>	<b>Major Unit Evaluation</b>
Establishing the Company	Introducing theatrical terminology Theatre games and trust exercises Basic Improvisation Skills	2 weeks	Written test
Tableau	Exploring traditional and contemporary uses of this art form.	1 week	Technique Assignments Written reflection
Mask	Learning the history of mask use in the performing arts in a variety of cultures and the techniques of neutral and character masks. Students will build their own custom masks.	4 weeks	Script Work Technique Assignments Full Class Performance
Movement	Students will experiment with a wide range of movement techniques and basic choreography. This will include many smaller assignments, replicating a pre-existing routine, and finally creating a full dance performance for an audience. Students will also research the significance of a traditional cultural dance which they will learn and teach to the class.	6 weeks	Original Dance Performance Formal Unit Reflection Research Project/Demo
Media Roles	Students will explore various roles in the media such as newscasters, reporters, commercials, and infomercials. Students will learn the basics of acting for camera.	2 weeks	Performances Creating and filming an Original Commercial
Realism	Students will analyse and prepare a series of short formal scene studies that focus on characterization techniques such as voice, subtext, movement, costume, and gesture.	4 week	Formal Polished Scene Study and Formal Analysis
Culminating Assignment	Students will study short one-act plays. In small groups they will write their own short play on a teen issue after researching real stories for inspiration. This play will be performed and critiqued.	2 weeks	Script Writing Dress Rehearsal Performances
Monologue Exam	Outside of class time, students will prepare a monologue for performance during the exam period.		

**Note: The order of the units and specific topics of study may change due to student needs and resources available.**

### General Information:

Students are encouraged to attend a theatrical performance together as a class. A follow-up reflection will allow students to analyse significant theatrical terminology and techniques and to experience a professional theatrical company and venue. Students may be required to pay for their tickets; in the interest of equity, ticket prices will be kept as low as feasible. Students should see their teacher for any concerns/hardships.