

Grade 11 University/College Dramatic Arts ADA3M1

<p>Course Description:</p> <p>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.</p>	<p>Level: Mixed (University/College)</p> <p>Credit Value: 1.0</p> <p>Pre-requisite: ALC1O1/ADA2O1</p> <p>Department: The Arts</p> <hr/> <p>Course Fees: N/A</p> <p>Students will attend theatrical performances and may need to pay for their ticket. See “General Information” for more details.</p>
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<p>Textbooks & Resources:</p> <ul style="list-style-type: none"> • Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools • The Ontario Curriculum, Grades 9 & 10: The Arts, 2010

<p>Course Evaluation: Student Evaluation consists of three components...</p>							
<p>1) Learning Skills & Work Habits: Students are evaluated on 6 Learning Skills & Work Habits. They are:</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent Work • Collaboration • Initiative • Self-Regulation 	<p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) & Needs Improvement (N) and reported on the report card. They are not included in the course mark, unless specified in the curriculum expectations.</p>						
<p>2) Term Mark (Assessment of Learning): 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"> • Knowledge and Understanding 20% • Thinking and Inquiry 30% • Communication 20% • Application 30% 	<p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p>It is the student’s responsibility to submit evidence of learning.</p>						
<p>3) Final Evaluation (Assessment of Learning): 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>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Pre-Production</td> <td style="padding: 2px;">10-15</td> </tr> <tr> <td style="padding: 2px;">Dress Rehearsal</td> <td style="padding: 2px;">5</td> </tr> <tr> <td style="padding: 2px;">Performance</td> <td style="padding: 2px;">10-15</td> </tr> </table>	Pre-Production	10-15	Dress Rehearsal	5	Performance	10-15
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Dress Rehearsal	5						
Performance	10-15						
<p>Final Mark = 70% Term Mark + 30% Final Evaluation</p>							
<p>For a detailed description on Course Evaluation, see “How Did I Get That Mark!” at www.satec.on.ca</p>							

<p>Course Conduct Policies: 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:

Unit	Description	Approximate Length	Major Unit Evaluation
Establishing the Company	Reviewing essential theatrical terminology, theatre games including trust exercises, monologue, and improvisation	2 weeks	Written test
Mime and Physical Theatre	Exploring traditional and contemporary uses of this art form. (e.g., dumb show from <i>Hamlet</i>) Learning about Vsevolod Meyerhold's Biomechanics	2 weeks	Technique Assignments Performances Quiz and Reflection
Melodrama	Learning the history of this unique style of acting and experimenting with its techniques of character development	3 weeks	Playwrighting Performances Analysis
Music Theatre	Learning how to become a triple threat through singing, dancing, and acting	1 week	Performance
Non-Western Theatre	Exploring elements of Kabuki theatre and presenting a short scene from <i>The Zen Substitute</i>	1 week	Quiz Performance
Interpretation and Adaptation	Experimenting with performance structures. Students may write, rehearse, and produce theatrical pieces for a school audience with a clear super-objective in mind (e.g. mental wellness awareness) OR Students will read a short prewritten relevant play (e.g., <i>Paper Thin</i>) and will experiment with various adaptations of the scripts's structure	2 weeks	Planning Performance Analysis
Realism	Preparing via analysis and rehearsal a formal scene study from <i>Dog Eats Dog</i> . In addition, students will select, analyse, and prepare a short contemporary formal scene study using the basics of Uta Hagen's and Stanislavski's system	3 week	Planning Performance Analysis
Original Production	Students will become a theatre troupe. Students will apply elements of production, multi-media, and theatrical conventions to communicate a super-objective about important issues affecting Canadian adolescents	4 weeks	This is the final 30% of the course

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

General Information:

Students are expected to attend a minimum of one theatrical performance together. A follow-up reflection is a mandatory part of this course. Students will 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.

The final performance of ADA 3M will occur during the final days of the semester. The purpose of scheduling outside of the traditional exam schedule is to allow the possibility of a live audience. The date of the final performance will be established one month in advance to performance dates so all parties are informed early. Failure to attend the final performance will result in an automatic zero. Please consult the Satec agenda for details of this policy.

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