

REDEEMER CHRISTIAN HIGH SCHOOL

ADA30, Grade 11 Drama

Semester 2, 2017-2018

Course Syllabus

Ms. Visser

COURSE DESCRIPTION

This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing drama works while also producing a large dramatic work. Students will develop a variety of skills related to collaboration and the presentation of drama works.

INTRODUCTION

In Dramatic Arts, students use the unique gifts that God has given to reach out to others on a faith journey from self to family, society, and God's kingdom. Dramatic Arts and faith focus on life issues to discover the role of the individual in relation to others and to God. The saving story of Christ inspires students to respect the dignity of self and others and to become loving, compassionate members of society working toward the common good. Role-playing in drama gives a chance for students to show empathy, tolerance, and understanding for others and is a means to self-discovery: to become the person God intended each of us to be. The social demands of group work in drama help the student recognize the uniqueness of the individual and diversity within the group. Participation in drama helps students to accept responsibility for their own actions and enables them to examine, critique, and reflect on the relationships and values depicted in the Gospel.

OUTLINE OF COURSE CONTENT

Unit 1- Foundations: This unit allows students to create and respond while learning foundational tools such as creating characters, improvisation, monologues, and acting styles.

Unit 2 – History of Theatre: Students look into the history of an aspect of theatre.

Unit 3- Theatre Production: Students will mount a theatre production for the school community. In addition to acting in the production, they will also learn and utilize technical skills.

Unit 4- Theatre of the Oppressed: Students will explore Augusto Boal's form of theatre where the people become active as they explore, show, analyze, and transform the reality in which they are living.

Unit 5- Final. In lieu of an exam, students will create a summative portfolio (10%), participate in the Theatre Production (15%), and write a reflective essay (5%).

COURSE OVERALL EXPECTATIONS:

Throughout this course, students will:

- use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
- use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
- use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.
- 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;
- identify knowledge and skills they have acquired through drama activities, and demonstrate an understanding of ways in which they can apply this learning in personal, social, and career contexts.
- demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
- demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;
- demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.
- demonstrate an understanding of the conventions of role playing and structuring of dramatic works
- demonstrate an understanding of the elements and principals of dramatic expression (e.g. voice, movement, production value)

STUDENT EVALUATION

Personal Communication	Observation	Performance Assessment	Reflection
rubrics, checklists, journals, documentary evidence, portfolio entries			
<ul style="list-style-type: none"> • self-assessment • peer assessment • individual student-teacher conference • teacher-small group conference • teacher-whole group conference 	<ul style="list-style-type: none"> • teacher tracking • peer observation • video and still photo documentary 	<ul style="list-style-type: none"> • writing-in-role • selected journal responses • text analysis • collaborative problem solving, negotiating, and presenting • commitment to role 	<ul style="list-style-type: none"> • personal reflection through journal and other forms • writing-in-role • portfolios

Evaluations for this course will span the four categories of Knowledge/Understanding, Thinking/Problem Solving, Communication and Application.

Evaluation Phase	Categories	Weight
Term Work	Foundations Performances/Assignments	15%
	History of Theatre Presentations	5%
	Theatre Production	45%
	Theatre of the Oppressed	20%
Final Evaluation	Summative Portfolio	10%
	Theatre Production	15%
	Reflective Essay	5%

STUDENT EXPECTATIONS

All members of this class will treat the classroom, each other and the learning process with respect as is fitting in a Christian community. Respect for each other is the acknowledgement that the people around us are valued by God and should be treated with care. Respect for learning is an acknowledgement that God's world is important and is worth caring for and learning about. Respect for the classroom is an acknowledgement that this is God's school and that everything in it is a gift from Him and should not be treated lightly.

In order to do well in this class, you must participate in ALL classroom activities.

Because most of the work in Drama is done as a group, it is vital you attend every class. If you know you will be away, make arrangements ahead of time. If you miss class because of an emergency, make sure you are responsible to other members in your group. Do not schedule appointments during this period.

Bring a binder and pen to every class. This will be used for notes, journals, and planning

If you have to be away- negotiate with the teacher in advance so that plans are not disrupted or contact someone in your group and make arrangements especially if they are relying on you for something.

If you miss an evaluation without arrangement, the assignment will be marked as 0.

Clothing must be loose, comfortable and not revealing - we will be active most days and we may use the floor, etc.

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.