

REDEEMER CHRISTIAN HIGH SCHOOL

Course Syllabus

ADG301, Drama – Acting: Theatre Project

2018-2019

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INTRODUCTION

Welcome to Redeemer's theatre project course. This year we will be performing the play *The Mouse that Roared* adapted by Christopher Sergel. Throughout the rehearsal period we will be learning to work together to create a specific project through which we will attempt to understand better each other, ourselves, and God. This course will teach the performing aspects of putting on a theatrical presentation.

EXPECTATIONS:

1. You will be in the rehearsal room for the beginning of practice BEFORE being specifically gathered there.
2. You will have your script and a pencil at every rehearsal.
3. You will constantly be working hard to ensure that lines are learned, and blocking is done consistently.
4. You will treat your cast mates with respect and encourage them as they learn their parts.
5. You will use your talents in a way that is pleasing to the Lord with the intention of praising him through your time and effort.

UNITS

Unit 1: **Creating and Performing** – this practical unit will look at the creation and presentation of the play *The Mouse that Roared*. It will take up the majority of the course time in which students will move from planning stages to the performance.

Unit 2: **Reflecting** – this unit will allow students to analyse decisions made by themselves, their peers, and their director.

Unit 3: **Foundations** – this unit will involve students building their dramatic foundations including how this play fits into the historical context of theatre.

NOTE these units will be run concurrently.

STUDENT ASSESSMENT AND EVALUATION

Evaluation Methods:

Performance
Reflection
Research Paper
Portfolio

Assessments:

Daily Participation
Teacher/Peer Observation

Student work in this course will be assessed and evaluated according to the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products.

Phase	Categories	Relative Weights
Term Work	Knowledge/Understanding	14%
	Thinking/Inquiry	10%
	Communication	24%
	Application	52%
Final	Knowledge/Understanding	20%
	Thinking/Inquiry	13%
	Communication	33%
	Application	34%

COURSE OVERALL EXPECTATIONS:

Creating and Presenting

Students apply the creative process to produce and present art works/productions using materials and elements and/or principles from more than one arts discipline. Students use technologies, tools, and techniques associated with these disciplines to create, modify, present, and promote integrated art works/productions for a variety of purposes.

Reflecting, Responding, and Analysing

In this strand, students use the critical analysis process to analyse and assess a variety of art works/productions. Students examine the function of the arts in society and analyse how the arts have affected their personal values and sense of identity, generating a deeper understanding of themselves and their culture. They explore arts-related careers and opportunities outside the classroom.

Foundations

In this strand, students develop their understanding of, and use proper terminology when referring to, elements, principles, and other key concepts related to various arts disciplines. They explore symbols and themes in the arts as well as influences on various arts disciplines. Students learn about responsible practices and ethical considerations associated with creating and experiencing different types of art works and apply these practices when creating, presenting, experiencing, and promoting art works/productions.