

Drama 10 (5 credit) Course Outline 2019/2020

Mrs. Fossheim

afossheim@rockyview.ab.ca

The goals and objectives of the Drama 10 course are:

I – to acquire knowledge of self and others through participation in and reflection on dramatic experience.

II – to develop competency in communication skills through participation in and exploration of various dramatic disciplines.

III – to develop an appreciation of drama and theatre as a process and art form.

Course Description

Drama 10 (5 Credit) provides a basic introduction to skills and processes involved in creating and participating in theatre. Students will be given a foundation in ensemble, movement, stage composition, voice, and character work. The first half of the course will feature a number of smaller projects to build confidence in all these areas and encourage collaboration amongst ensemble members. During the second term, students will then advance skills developed by engaging in more in-depth projects that require engagement from multiple areas.

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The areas of focus in this class will be selected from the following units of study:

Introduction/Orientation - This unit is designed as both a warm-up to theatre work and a period of group building where people can grow more comfortable with themselves and with others in the class.

Movement – awareness of space, tableau, blocking, character-motivated movement.

Voice and Speech – breathing, vocal mechanism, diction, inflection, projection

Improvisation - basic skills of serious and comedic improvisational theatre, theatresports, games, exercises.

Text Work – monologue and scenes – text analysis, objectives and actions.

Character Development – character histories, backstories

Theatre History/Technical Theatre – survey of theatre history, overview of technical aspects of theatrical production

Collective Creation/Company Work – partner and group work, class work

****As you know, the fun in drama class comes from expending effort to create quality work. The way that you treat each other and the process will largely dictate the kind of work we will be able to do. Be good to each other.****

Materials Required:

Students are expected to have the following materials with them for class:

- Pens, pencils, etc.
- Loose/comfortable clothing and clean, easy fitting footwear/socks.

- Any scripts and or assignments for each particular class.
- Reflections and exemplary work will be shared via MyBluePrint

Course Evaluation – The process of creation and rehearsal and the performance element are valued equally in this class. Quality performances are a result of quality preparation, and quality preparation will result in a higher caliber of performance.

Process and Performances*	70%
Drama Journal/Reflections	30%

Only the following may appear for a student on an assignment in a course.

1. **a numeric value**
2. **Late** – this indicates that the assignment is has not been turned in on time. No change to the course grade will result.
3. **Exempt** – this is used for all items that are not to be included in that student’s grade calculation. (see disclaimer) No change to the course grade will result.
4. **Missing** – The student has missed an assessment BUT has the opportunity to complete the required work. The work will be evaluated when submitted according to a timeline set up in consultation between the student and the teacher. We have a duty to inform parents if the timeline is not being met. This code will calculate as a zero until the code has been replaced with a numeric value.

**In addition to being graded on final projects for each unit, students will also be assessed, both formally and informally, on their process and skill development within each unit of study. It should be noted that a wide range of assessment information is used in the development of a student’s final grade. Individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade.*

Expectations and Responsibilities:

1. Regular attendance and punctuality are important for learning. If a student misses a class, it is the student’s responsibility to complete any work that has been missed. Any assignments or performances missed as a result of an **excused** absence will be due upon the student’s return to school.
2. Students will have specific performance days scheduled. If a student misses a performance due to an unexcused absence, they cannot receive credit for the performance. If a partner or group member is missing due to an unexcused absence, the remaining members of the group will have an opportunity to adjust their scene prior to performance.
3. Complete work is memorized, polished, and rehearsed work. Text, movement, blocking, lyrics, cues etc are to be memorized prior to performance. Incomplete work will not be given stage time in the class and will not be graded prior to being complete.
4. Reflection is a necessary tool in this class. Time will be given at the end of each unit for journal pages, in addition to some on-going reflection and recording. Be prepared to put time and effort into this aspect of your drama class.

5. When performing, an actor can be very vulnerable. It is very important for all class members to respect and support the work that their peers are doing. Treat your fellow class members as you yourself wish to be treated.
6. Students are encouraged to experiment and use their creativity when developing characters and stories, but there are some topics that are not appropriate and will not be acceptable in this class. The following are not appropriate or acceptable for student creation or performance: **profanity, violence, sexual innuendo, racism/sexism/discrimination of any sort, and representation of substance abuse.** If a student is uncertain about the appropriateness of an idea, please discuss it with the teacher.
7. Appropriate classroom behaviour is essential in creating and maintaining a classroom atmosphere conducive to learning. Please respect your fellow students, and please respect the learning environment.

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Unit Name	Description	Assessment	Timeline (Approx)
Orientation <i>(Orientation, Company/ Collaborative work, improvisation)</i>	-Group/Ensemble Building -Group games. -Finding common ground. -Introduction of basic improv skills.	-Journal Pages -Self Evaluation Checklist	September
Tableau <i>(Movement, Company/ Collaborative work)</i>	-Communication of basic stories, ideas, and themes through basic movements and tableaux	-Introductory and final group tableau projects. -Classroom activities/explorations -Journal Pages, picture reflection	September
Voice and Speech <i>(Voice&Speech, Text Work, Movement)</i>	-Technical Elements of theatrical voice. -Proper vocal warm-up techniques. -Expressing story/emotion/idea through vocal choices.	-Short solo reading of selected piece of text. -Group Choral Speech/Soundscape Assignment. -Group Ritual/Prayer Voice and Movement Piece -Journal Pages	October
Characterization <i>(Text work, character work, improvisation, technical/theatre history, company/ collaborative work)</i>	-Creating and playing a character from both text and improvisational sources.	-Solo Character Assignment (student created monologue) -Group Scene/Text Assignment -Journal Pages, Character Sketch	October
Improvisation/Play <i>(Improvisation, company/ collaborative work)</i>	-Improvised scenes and games in groups and pairs.	-Checklist/Self Evaluation.	<i>November (ongoing)</i>
Physical Theatre: Mime, Slapstick, Clown, Stage Combat	-Students work with ensemble and teacher, as well as an outside facilitator on techniques of physical theatre/stage combat.	-Silent scenes. -Stage combat techniques. -Clown Turn. -Journal Pages	November
Scene Study	-Students present scenes from a selected script	-Presentation of Scene. -Journal Pages	November/December
Children's Theatre/ Final	-Working in groups, students adapt a fairytale into a short performance for an outside audience	-Group/Peer evaluations. -Final project. -Journal Pages.	January