

## Grade 12 University/College Dramatic Arts ADA4M1

<p><b>Course Description:</b></p> <p>This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.</p>	<p><b>Level:</b> University/College</p> <p><b>Credit Value:</b> 1.0</p> <p><b>Pre-requisite:</b> ADA3M1</p> <p><b>Department:</b> The Arts</p> <hr/> <p><b>Course Fees:</b> N/A</p> <p>Students will attend theatrical performance and may need to pay for their ticket. See “General Information” for more details.</p>
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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>• 2010 The Ontario Curriculum – The Arts, Grade 11 and 12</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>Process – 15%</p> <p>Performance – 15%</p> <p>This will be an evening performance!</p>
<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>	

**Course Conduct Policies:** See Student Agenda.

**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>
<b>The Actor Prepares</b>	Reviewing theatrical terminology and conventions Learning new techniques for and theories of role preparation Preparing a piece with mentoring artists for tdsb <b>CREATES</b> Adapting Bessie Head’s story “Looking for a Rain God” in dumbshow	3 weeks	Quiz Script Process Performance Critique
<b>Gritty Realism</b>	Applying acting theories by Stanislavski, Uta Hagan and Michael Shurtleff to role preparation for <i>Gordon</i> (a contemporary Canadian play)	1.5 weeks	Process Performance Critique
<b>Theatre History</b>	Student research project on a major period/style of European Theatre History	2.5 weeks	Workshop Evaluations
<b>Beyond Realism</b>	Theatre of the Grotesque – <i>The Shape of a Girl</i> Theatre of Cruelty and/or Theatre of the Absurd - <i>The Bald Soprano</i>	2 weeks	Process Performance Critique
<b>Putting It All Together</b>	Using various conventions to interpret scene studies from a play (e.g. <i>Equus</i> or <i>The Laramie Project</i> ) or creating a theatrical piece for a school assembly	2 weeks	Process Performance Critique
<b>Theatricalism</b>	Exploring the methods of Bertolt Brecht to <i>This is a Play</i>	1 week	Process Performance Critique
<b>Directing</b>	Students will learn five approaches to directing	1 week	Quiz Written Assignment
<b>Original Production</b>	Students will create an original script or fully adapt a pre-existing script Students will become a theatre troupe Students will apply learned elements of production	5 weeks	This is the final 30% of the course

**Note:** The order of the 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 as a class. 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 the Grade 12 Drama examination will be scheduled at night. The purpose of scheduling outside of the traditional exam schedule is to allow for an audience to attend the performance. It is an essential part of this experience. The date of performance will be established at least one month in advance. Failure to attend the final performance will result in an automatic zero. Please consult the SATEC regulations regarding missed exams.