

Dramatic Arts
Grades 9 to 12
Instructor: S. McQueen

In this course we will explore the nature and scope of drama, emphasizing drama as a natural form of self-expression, a creative discipline and a social art. The group experience fosters some of the crafts and techniques necessary in the preparation, production, presentation and performance of theatre.

Understanding drama and learning to perform a play is far more complex than one might imagine. It requires a large body of skills and understandings, and a special kind of relationship with the others involved in the production. Within the course continuum, we will look at the most basic of drama skills, then more closely study character development and working with other characters. Eventually, we will look at the origin, influence on and created by different dramatic genres. Students will also explore scripts and different levels of performing. By the end of the course, the student has skills to discuss the nature of acting as a craft and an art, while participating in drama activities.

Through the examination of characters, the student learns to observe the world around them, understand differences among people, appreciate unique qualities, and explore ways to play a character in a meaningful way. Character work will lead the student to a better understanding of others (empathy), and ultimately of themselves (reflection). They will learn various methods of approaching character work, acting styles and skills.

We will study creativity through various dramatizations, theatre games, and script work. The use of drama exercises and assignments will help students to explore the creative process and develop creative thinking skills.

Drama comes from the Latin verb "to do" and theatre from the verb "to play". Collectively they mean both the play and its performance. A good actor not only knows how to act, he or she also understands the structure of plays themselves.

Course Continuum

The grade 9-12 drama course continuum will be guided by ten units, exploring various areas of the dramatic arts. In-class drama games, group activities, and theory work will all be methods we will use to cover these areas.

As well as the classroom work, students will be expected to support any dramatic production taking place that semester.

Introduction	Creating an Ensemble
Chapter 1	An Actor's Tools (body and voice)
Chapter 2	Improvisation
Chapter 3	Creating Character
Chapter 4	Ritual, Myth, and the Emergence of Greek Theatre
Chapter 5	Origins of Contemporary Comedy
Chapter 6	Shakespeare and His Contemporaries
Chapter 7	Modern Theatre Gets Real
Chapter 8	Theatre for Change
Chapter 9	Canadian Voices: Collective Creation and Theatre for Young Audiences
Chapter 10	Playwriting – Writing for the Stage

Evaluation:

Stage Performance	30%
Daily Work	60%
Tests/Quizzes	10%

Basic assignments will apply to all drama students; students of Drama 30 and Drama 40 will be given more responsibility in organizing and directing. Special consideration may also be given to the students' drama course experience. The expectations for some students may be higher with accelerated assignments and lengths of performance. Additional work may be expected.