



## Drama 8 Course Outline

Windsor Secondary

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*It is forbidden to walk on the grass. But it is not forbidden to fly over the grass.*

— Augusto Boal

**Intention:** It is our hope that in Drama 8 students contribute to a creative and positive working environment where they participate in a variety of drama games, improvisation, movement, scene design and performance. The Drama 8 rotation focuses on confidence building and respectful teamwork while encouraging an important awareness of the **Big Ideas**.

The **Big Ideas** help explain some of the reasons why Theatre Arts and Drama are important. At the heart of this course are the questions “**Where do I belong?**” “**What is friendship?**” and “**What is community?**” We explore how the Big Ideas relate to self expression, self trust, and creative personal growth. To do this we will practice skills and processes called Competencies — such as analyzing, interpreting, improvising and composing comedic and dramatic works — and use these Competencies to both generate and answer questions leading to personal, social, and cultural transformation.

### Big Ideas

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through Theatre Arts.

Drama, movement/dance, visual art, music, and technical design have diverse languages for creating and communicating in Theatre Arts.

Artists often challenge the status quo and open us to new perspectives and experiences.

### Competencies – Skills And Processes

1. Students will describe, interpret, reflect on and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas.
2. When individually and collaboratively composing drama works inspired by imagination, inquiry, and experimentation, students will
  - select and manipulate elements, principles, and design strategies to create mood and convey ideas; develop, refine and critically appraise ideas, processes and technical skills to improve the quality of their work
  - encounter traditional and contemporary drama forms and conventions from diverse cultures, communities, times, and places; describe, interpret, and respond to works of art using their knowledge of the world
  - understand ethical considerations as well as personal and collective responsibilities associated with creating, experiencing, and presenting in the arts; understand and respond to environmental and global issues through artistic expression
  - take creative risks when expressing feelings, ideas, and experiences; share creative works in a variety of ways
  - adapt drama works for different contexts and different purposes and audiences; demonstrate an increasingly sophisticated application of and engagement with course content and learning standards.

## Course Content

- The Ensemble
- The Creative Process
- The Critical Analysis Process
- Individual and Group Skills
- Voice
- Movement
- Blocking
- Improvisation
- Characterization
- The Mighty Monologue



*The proper response to life is applause.*

— William Carlos Williams

## Drama Classroom Rules

(created to protect Ms. Dunn's freedom to teach and her students' freedom to learn):

1. Listen and follow directions.
  2. Raise your hand during lessons.
  3. Respect your classmates and your teacher.
  4. Keep your hands, feet, and objects to yourself.
  5. Do not leave the drama classroom without permission.
  6. Do not use equipment or props without permission.
  7. Put away all equipment and props after the period is over.
  8. Do not play fight or roughhouse.
  9. Do not curse or use bad language.
  10. Do not bring food, gum, or drinks to class.
  11. Keep bags, backpacks, hats, and school supplies in designated area.
  12. Do not bring personal belongings to class.
  13. When instructed to do so, stop, listen, and follow directions.
- \* Cell phones are not permitted and will be confiscated with no warning.
- \*\* Rules may be added or changed at a later time.

## School-Wide Goals

At Windsor we aspire to be a vibrant learning community where individuals respect and encourage one another to develop the competencies needed for our rapidly changing world. We strive to foster critical thinking and compassionate, educated citizenship.

## Approximate Timeframe

### 75% The Creative Process

Theatre Forms and Conventions  
Personal and Collective Responsibilities  
Personal and Collective Skills  
Drama Games and Activities

### 25% The Analysis Process

Critical Appraisal  
Reflection and Self-Assessment

All students do better in a classroom where guidelines, procedures, rules, consequences, and learning standards are clearly defined and faithfully implemented.

### **Drama Classroom Listening and Speaking/Engaging/Exchanging**

Learning Standards addressed:

- Demonstrate respect for self, others, and the audience
- Collaborate through reciprocal relationships during the creative process
- Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Every student begins each class period with four points. To keep these points, students have to listen when Ms. Dunn speaks, or while collaborating with other students, and actively participate in all activities. It is *not* an assessment of how well students do these things. Students simply listen and participate to keep their four points or they don't.

#### **Listening**

To earn (or keep) their two listening points, students must listen quietly when Ms. Dunn talks and follow all directions given. If they fail to do this one time, then they lose a single point. If it happens again at any time during the rest of the period, then they lose their second point.

#### **Speaking/Engaging/Exchanging**

To earn their two speaking/engaging/exchanging points, students must be involved in whatever independent or group work Ms. Dunn assigns. If students are off task, then they would lose a point. If it happens again, then they lose the second point.

- \* If students are absent they will be given all four points for the day *as long as they make up the work they missed*.  
If they don't make up the work, then they lose all four points.

