



Drama 9 Course Outline

Windsor Secondary

mdunn@sd44.ca

You are not a drop in the ocean. You are the entire ocean in a drop.

— Rumi

Intention: It is our hope that in Drama 9 students contribute to a positive working environment where they develop skills in teamwork, confidence building, and self-expression. Students participate in drama games, vocal and physical warm ups, character development, improvisation, mysteries and thematic scenes. The first half of the year focuses on confidence building and respectful collaboration which prepares and supports students to present individual and group work in front of their peers. Students work to demonstrate an increasingly sophisticated application of and engagement with the **Big Ideas**. There will be performance opportunities throughout the year.

Big Ideas

Identity is explored, expressed, developed through drama experiences.

Drama provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Collaborative drama experiences can build community and nurture relationships with others.

Drama uses a unique sensory language for creating and communicating.

Focus Questions

What happens when I use my imagination and drama skills to explore new ideas and ways of living and thinking?

How, when, and why do artists' choices change?

How do artists transform and edit their initial ideas?

Why are strong choices important when interpreting and creating drama works?

What can I do to fully prepare a presentation, performance, or technical design?

What happens when theatre artists and audiences share a creative experience?

What can I do to understand and engage with drama processes and theatre 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

- Introduction to Improvisation and Creative Drama (history, theory and basic skills)
- Drama Games (warm up activities, trust exercises, acting skills)
- Developing Abstract Ideas (theme, symbolism, metaphor)
- Characterization (acting technique)
- Storytelling (narrative technique)
- Stylized Drama (forms and genres)
- Dramatic Effect (serious scenes)
- Long-Form Improvisation (creating and sustaining a character or main idea)

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

30% Creative Drama Activities

15% Reflections and Journal Entries

25% Theatre Sports Games

30% Performances

To get lost is to learn the way.

— African Proverb

The word theatre comes from the Greeks. It means the seeing place. It is the place people come to see the truth about life and the social situation.

— Stella Adler



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.



*And it is this search for meaning that keeps us from living in fear.
The key to a healthy life is not to be alone, to breathe
the same air with others, to share the sensation
of living through moments together.*

—Anne Bogart