|  |  | **Course Outline and Evaluation Summary**  **Course Code: ADP3M1** | |  |
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|  | Title of Course: Grade 11 Drama Elective, Playwriting | 416-395-3210 | |
|  | Department: Drama Department |  | |

| **Course Description** |
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| The class will focus on playwriting structure. Students will study many different plays and develop their work in the role of playwright in a variety of genres. Students will read and dramaturge plays. Drama students extend their understanding and interpretation of dramatic texts, forms characters and theatrical productions using a variety of elements and conventions. Students engage in increasingly effective social interactions and collaboration as they create, workshop, and analyse drama. In this course, students will learn the importance of crafting a story, giving and receiving feedback and revising multiple drafts of work. |

| **Course Evaluation**  Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
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| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | % | Knowledge & Understanding | 30% | % | Culminating Task |
| % | Thinking & Inquiry |
| % | Application | % | Final Exam |
| % | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. |
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| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation.  **Department Information:** Because of the collaborative and experiential nature of drama, any and all absences negatively impact the student, other group members, the rehearsal process and performance outcomes. Student absences therefore, must be documented with a signed note from the parent or physician when it is a performance day. The onus is on the student to make up for missed rehearsal time when it is possible to do so. |

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| **Course Assessment Tasks** | | | |
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| ***Unit/Topic/Strand*** | ***Big Ideas*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1:  Character and Voice | Students will do a number of exercises to help with the development of character, observing, listening, and recording. The goal is to help students understand that everyone they encounter has a story to tell. | Research, Presentations  Character building exercises.  Monologue Creation  Written Reflections.  Observation and Reflection.Responsible Practices-ongoing assessment | 2 Weeks |
| Unit 2:  Dramatic Action  Conflict/Obstacles | Students will enrich their monologues through the study of Action, conflict and obstacles. Students will also write scenes to demonstrate these dramatic principles. | Warm Up Technique Practices  Scene Study Creation  Text Analysis  Character Study Research  Responsible Practices-ongoing assessment | 4 weeks |
| Unit 3:  Structure and Style | Students will learn the basic three-act structure of storytelling and work on scenes to demonstrate this. Students will also read examples of works with unique styles of storytelling. | Storytelling Research Reflection  Scene Study Skill Application  Responsible Practices-ongoing assessment | 2 Weeks |
| Unit 4: Theme | After drafting a story, students will examine the thematic communication--what is the play saying about the human condition? What is an audience left thinking about after the play is finished? Students apply these questions to their own stories, ensuring that they are able to state the thematic point in one or two concise sentences. | Reflection-Analysis  Observation-Analysis  Journal Reflection-Written  Self Assessment  Peer Assessment-Verbal-ongoing  Responsible Practices-ongoing assessment | 2 Weeks |
| Unit 5:  Structuring a Ten Minute Play | Students will study and craft a 10-minute play. We discuss the difference between a dramatic play and a skit. (Sense of dynamic character, dramatic action, conflict, theme, etc.) | Character Analysis  Character Creation  Monologue Creation  Scene Creation  Play Creation  Rehearsal Notes  Read Through Presentation  Written Assignment-Reflection  Text Analysis | 4 weeks |
| Unit 6: The One Act | Students will pitch an idea for their one-act play. The play will go through three drafts: teacher edited, peer-edited and final draft. | Play Read Through  Play Revision  Application of Notes  Final Read Through | 2 weeks |

Course Assessment Tasks may be modified as per the discretion of the course teacher based on classroom needs.