**Course Outline: Drama 20/30**

Bethlehem High School

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**COURSE DESCRIPTION**

These courses will further explore some of the main concepts of the art of theatre that you would have studied in previous Drama classes. You will be required to enter into all aspects of performance including:

Acting

Technical Theatre

Theatre History

Collaborative Production

While drama games are fun and an important tool for developing acting skills, they are not the main focus of the courses. You will be exposed to a well-rounded approach to building characters, scenes, and productions. At the end of the course, you will have a developed(20) or masterful(30) foundation in the dramatic arts. Be prepared to work!

**COURSE OUTLINE**

Review of Theatrical Introduction (2 weeks)

**Aspects of Theatre**

* Stage and physical theatre
* Vocabulary and function

**Theatre History**

* Students will briefly re-examine how theatre has developed over the centuries and how that development affects actors and staging today.

Mime/Clown (3 weeks)

**Mime**

* Drama 20 students will explore the basic concepts of mime.
* Drama 30 students will guide Drama 20 students in developing the basic concepts of mime.

**Clown**

* Drama 30 students will explore the concept of clowning.

**Performance**

* Drama 20 students will build a miming sequence.
* Drama 30 students will perform a clowning sequence.

Character Development (8 weeks)

**Review of Character Analysis and Development**

* Drama 20 students will deconstruct single character representations through viewing a variety of performances.
* Drama 30 students will deconstruct multiple character representations through viewing a variety of performances.
* Drama 20 students will construct moderate characterizations of roles using a variety of tactics.
* Drama 30 students will construct complex characterizations of roles using a variety of tactics.

**Stanislavski**

* Students will explore Stanislavski’s influence on theatre.
* Students will analyze and explore the Stanislavski System

**Monologues**

* Drama 20 students will use the Stanislavski System to develop character in a contemporary monologue of their choosing.
* Drama 30 students will use the Stanislavski System to develop character in a Shakespearean monologue of their choosing.

Final Production (5 weeks)

**Tableau Scenes**

* Students will explore and create thematic vignettes.

**Production Concepts and Analysis**

* Drama 20 students will analyze character, story, style, and theme as it relates to theatrical productions.
* Drama 30 students will analyze character relationships and impact, purposeful story production, nuanced style, and themes and sub-themes as it relates to theatrical productions.

**Production Creation**

* Drama 20 students will help script thematic scenes (or vignettes) in small groups.
* Drama 30 students will lead the scripting of thematic scenes (or vignettes) in small groups.
* Drama 20 students will perform in their production with a focus on character.
* Drama 30 students will perform in their production with a focus on ensemble work.

**OUTCOMES**

**DR.1** Acquire increased knowledge of others, themselves and the world around them

**DR.2** Develop self-confidence selfdiscipline and self-motivation (co-operation)

**DR.3** Acquire understandings and abilities in group processes (discussion and participation)

**DR.4** Develop an understanding of the processes and elements involved in creating works of dramatic art

**DR.5** Develop acting skills

**DR.6** Exercise critical thought and support opinions when responding to dramatic presentations (give and receive feedback)

**DR.7** Understand the role of drama in various cultures, past and present

**ASSESSMENTS**

Assignments and Performacnes: 30%

Daily Performance: 30%

Journal Entries: 15%

Final Production: 25%

Drama Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | **Class:** | **Date:** | **Mark /15** |
|  | **Inadequate (1-2)** | **Adequate (3-4)** | **Proficient (5)** |
| **Cooperative Interaction**  **(DR.1)** | 1 – Completely disrespectful to the teacher and fellow students.  2 – Significantly disrespectful to the teacher and fellow students | 3 – Somewhat respectful. Talking often when inappropriate.  4 – Considerably respectful. Occasionally talking out of turn. | 5 – Always respectful of others and their right to share. |
| **Concentration and Focus**  **(DR.2)** | 1 – No focus at all on the topic at hand. Always distracted.  2 – Very little focus on the topic at hand. Almost always distracted. | 3 – Somewhat on task. Distracted a fair bit.  4 – Mostly on task. Distracted occasionally. | 5 – Always on task and engaged in the lesson and activities of the day. |
| **Effort**  **(DR.6)** | 1 – No effort whatsoever in any activities  2 – Very little effort put into all activities. | 3 – Some effort put into the activities of the day.  4 – A good strong amount of effort put into all activities. | 5 – An impressive amount of effort. Answers are always thoughtful and insightful. |

**RIGHTS AND RESPONSIBILITIES**

If you have a right to feel safe, then you have the responsibility to make sure that others feel safe. If you do not protect the rights of others, you will lose your own.

What rights do we have in this classroom today?