



# Grade 10/11 DRAMA (2016-2017)

## Course Outline

Teacher: Mr. Koslowsky

Location: Room 6000

The purpose of this course is to build on the dramatic elements and skills developed in Grade 9 & 10 Drama. In addition to the further development of these skills, this course places an emphasis on dramatic literature. To appreciate the world of drama and theater, one must consider the forms, techniques and conventions of modern and ancient plays. Students will read, analyze, respond to, and perform scenes from a selection of plays that have been significant in the theater world. Students will also have the opportunity to be involved in a variety of theatrical performances.

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## COURSE STRUCTURE

The school year consists of 2 reporting periods (September – January, & January – June) worth 100% of the year. There is no final examination.

## ASSESSMENT CATEGORIES

- **(20%) Comprehend & Respond** to various plays, dramatic techniques, and ideas pertaining to the theatre.
- **(40%) Compose & Create** various creative work to be performed in a variety of forums.
- **(40%) Engage, Assess, & Reflect** with regards to course content, work ethic, group work, self and peer assessment, attendance, as well as overall awareness of self and society.

## COURSE CONTENT

1. **Public Performances**
  - SEW Sketches (Sept. 19-23, Jan 26-27)
  - Christmas Banquet Performance (Dec 2<sup>nd</sup>)
  - Christmas Chapel Performance (Dec 16<sup>th</sup>)
  - Year End Scene Night (Date: TBA)
2. **Material for Study**
  - A look into the History of Theatre, and its Forms, Genres, and Purposes
  - Greek Theatre (*King Oedipus* or *Antigone*)
  - Modern Theatre (*The Importance of Being Earnest*)
  - Each term will also contain elements of improvisational activities

## COURSE POLICIES

1. **Respect** – The number one rule in this course is that both the instructor and the students must be respectful - to each other, to themselves, and to their surroundings. We will be making ourselves incredibly vulnerable throughout this course, and the only way we'll achieve authenticity in our acting is if we feel safe. To ensure this happens, I will have zero tolerance towards disrespectful behaviour.
2. **General Behaviour** – This classroom is not meant to be a rule-driven environment, but there are certain behaviours that are expected. They are as follows:
  - a. I am committed to help you succeed in this course and to take you seriously. If you have any questions or concerns regarding course material, assignments or marks, please feel free to come and discuss them with me.
  - b. The onus is on you to engage with the material presented in this course. This includes engaging in class discussions, classroom activities, etc.
  - c. You are expected to arrive to class on time, seated before the final bell rings.
  - d. No food or drink is to be brought into the class.
  - e. The use of cell phone and listening devices is permitted in the classroom only under the direction of the supervising teacher or staff member.
  - f. Mp3 players may be used on **teacher approved** occasions, with the following caveats:
    - i. During these teacher-approved situations, the device must be listened to at a reasonable volume so as not to distract others.
    - ii. At the request of the instructor, the use of the device must desist.
    - iii. If the device proves to be a distraction for the user, or if the student is unable to use it appropriately, this privilege will be revoked.
  - g. You should **not** leave the room during class time. (A.k.a. Go to the washroom before/after class.)
  - h. Refrain from using, disrupting, or destroying sets, set pieces, props or costumes, or anything else found both on and off the stage.
3. **Student Absences** – It is the student's responsibility to catch up on any materials or information missed during an absence. Marks that are given for classroom participation, assignment deadlines, and presentations will not suffer due to **unavoidable** absences (see school policy). These marks, however, will be adversely impacted by **unexcused** absences, as attendance in this course is expected. Foreseen absences are to be discussed with the instructor beforehand. It is expected that you attend and participate in the public performances for which you have a role.

4. **Homework** – It is my goal to minimize homework for my students, but there will be times where out-of-class work will be required (such as generating ideas, writing, researching, memorizing parts and lines, as well as preparing for performances.) Students at this level are expected to work towards being self-motivated and independent, taking responsibility for their own learning, organization, and levels of engagement. Sporadic homework checks will occur to assess the students in this regard.
  
5. **Assignment Deadlines** – Due to the dramatic nature of this course, deadlines are essential in order to cover, complete, and perform all of the necessary material planned for this program.
  - a. If a student is unable to meet a deadline, it is advisable that he or she speak with the instructor **before** the due date to make alternate arrangements. Flexibility in this regard will vary, as some deadlines must be met, while others will allow for some leniency.
  - b. Extensions are reserved for exceptional circumstances – sports, music, assignments from other courses, or simply being too busy does not qualify as an exceptional circumstance.
  - c. Late assignments are subject to a 5% deduction per day. All projects and assignments must be completed during the reporting period in which they are assigned in order to qualify for a mark.
    - \* Please note that weekends constitute the equivalent of one day late.
  - d. Extensions for performances will not exist, because...they are performances.