

Grade 12 Dramatic Arts
Curriculum Outline (2015-2016)

Term I

Creation (40%)

- Warm Up activities and trust games
- Uta Hagen exercises (being vs. doing)
- Sonnets/Memory Work
- "Breaking through" via clown technique

Theory (20%)

- Uta Hagen- Theory of Acting (readings/quizzes)
- Vocal Techniques and production
- Stage terminology/types

Analysis (20%)

- Journal Writing
- Peer evaluation/observations as an audience member
- Self-observation/reflection

Term One Summative Evaluation (20%)

In a small group, create an original piece based on the Uta Hagen techniques demonstrated in class (emotional/sense memory, substitution, identity etc.) and/or develop an original clown turn based on your personal exploration in class.

Term II

Creation (40%)

- Character creation
- "From page to stage"-how to bring a script to life
- Obstacles and objectives- the creation of conflict
- Exploration through improv and scenic analysis

Theory (20%)

- Character and scenic Analysis
- Play report #1
- Stanislavsky Technique (realism)

Analysis (20%)

- Journal Writing
- Technical theatre vocabulary
- Audience Reflection/self-evaluation

Term II summative Evaluation (20%)

Rehearse and present a classic scripted scene with a partner or small ensemble using the techniques of scene study and scenic analysis studied in class.

Term III

Creation (40%)

Presentations demonstrating various theatre genres
Production Design/Director's Choices
Marketing and Promotion of Dramatic Work

Theory (30%)

Research project on various Theatre Genres
Play report #2
Use of space and blocking techniques

Analysis (30%)

Journal Writing
Defend artistic choices in Production
Peer and self-evaluation

Final Summative Evaluation (30% of Final Mark)

Students will be involved in script selections for their final evaluation which will be a fully staged performance in front of a live audience. This will also involve acting, directing, stage management, production and promotion of this performance. Character and Script analysis will be part of the creative process along with analyzing their work habits, and those of their peers. Students will be assessed as well on how they function as part of a theatre company, and an understanding of their roles in the process.