



St. John Paul II Collegiate

Drama 7 - Long Range Plan

Time	Unit Breakdown	Description	Learner ObjectionsCovered	Assessments	Resources Needed
6 classes	<p><i>The Power of Trust</i> Orientation and Movement</p> <ol style="list-style-type: none"> 1) Class expectations and Safety 2) Trust, Risk Taking and Group Work 3) Warm Ups and Importance 4) Body Awareness 5) Being Creative with Movement 6) Moving as a Group 	<p>Students will start to explore the importance of trust, taking risk and collaboration in the drama classroom. We will work through a variety of activities to build these skills and start to create an awareness of ourselves and the powerful message our movements can tell. We will then end the unit in creating a scene using only movement in small groups.</p>	<p>Orientation: #1-18 Movement: #1-19 Improv./Acting: #1,3, 4, 6, 8, 9, 10 & 11 Theatre Studies: #3</p>	<ul style="list-style-type: none"> - Participation Checklist (S) - Digital Journal (S) - Fairy Tale Tableau Project (S) - Peer Review and Critique (F) - Expectation and Guidance Exit Slips (F) 	<ul style="list-style-type: none"> - Music and Speakers - Open Space to rehearse - Drama Activity List - Assortment of props and costume pieces
3 classes	<p><i>Story Time</i> Speech</p> <ol style="list-style-type: none"> 1) How to use voice properly 2) How to vary 	<p>Students will first look at the voice, how it is used properly and how to properly warm it up. We</p>	<p>Orientation: #4-10, 12, 14-18 Movement: #1-8 Speech: #1-8 Improv/Acting: #1,2,8</p>	<ul style="list-style-type: none"> - Participation Checklist (S) - Digital Journal (S) - Voice Mosaic 	<ul style="list-style-type: none"> - Varied Texts and Scripts - Drama Activities List - Chrome Books



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	<p>voice</p> <p>3) Performance with group</p>	<p>will then explore our own voices with various forms of text. Students will then work in small groups to perform their favourite child hood story.</p>	<p>Theatre Studies: #1-3</p>	<p>Project (S)</p> <ul style="list-style-type: none"> - Peer Review and Critique (F) - Expectation and Guidance Exit Slips (F) 	
<p>4 Classes</p>	<p><i>Improv. Olympics</i></p> <p>Improvisation</p> <ol style="list-style-type: none"> 1) Learn basic Improv. Rules 2) Spontaneity with rules 3) Work as a Group 4) Improv. Olympics Competition 	<p>Students will begin by understanding the basics of improvisation of scene building; offering, accepting, advancing, and blocking. They will then use these skills and the joy of Spontaneity to explore various improvisation games and exercises. Their improvisational skills will be put to the test competing in a Improvs. Olympics competition as a class.</p>	<p>Orientation: #4-10, 12</p> <p>Movement: #1,2,7,8, 17, 19</p> <p>Improv./Acting: #1-12</p> <p>Speech: #1,4,6,7,8</p> <p>Theatre Studies: #1-3</p>	<ul style="list-style-type: none"> - Participation Checklist (S) - Digital Journal (S) - Improv. Olympics (S) - Peer Review and Critique (F) - Peer Evaluation (S) - Expectation and Guidance Exit Slips (F) 	<ul style="list-style-type: none"> - Drama Activities List - Assortment of props and costume pieces



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<p>(7-8 classes)</p>	<p><i>The Finale</i> Acting and Technical Theatre</p> <ol style="list-style-type: none"> 1) Story Structure 2) Character Creation 3) Basic Design Aspects (Costume Set and Props) 4) Scene Design and Perform project 	<p>Students will start the unit by expanding the skills they learnt in movement and speech to add to their own characters. They will explore these characters more and put them together with story structure and working with a group in a scene. They will then start to explore the importance of design elements designing either costumes, set or props. These scenes will be the final project of the class putting everything they learnt over the semester together.</p>	<p>Orientation: #2, 4-10, 12, 16-20 Movement: #1, 2, 7, 8, 11,12, 15, 19 Improv./Acting: #1-4, 6-12 Speech: #4,6 and 7 Technical Theatre: #1-5 Theatre Studies: #1-3</p>	<ul style="list-style-type: none"> - Participation Checklist (S) - Digital Journal (S) - Character Bio. (S) - Scene Performance (S) - Peer Review and Critique (F) - Peer Evaluation (S) - Expectation and Guidance Exit Slips (F) 	<ul style="list-style-type: none"> - Assortment of small scenes - Assortment of costumes, sets, and prop pieces - Music and Speakers
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The above plans will circulate through each of my quarterly semesters with my new classes. They will be adapted and changed accordingly as the year goes on if there are things I find not working or new ideas I have that will be added. For example for next



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semester I have been in contact with some groups to find an Elder to come in to do some Indigenous Story Telling with my students that would then be incorporated into their Final Project.

Assessment Breakdown

Projects **30%**

Final Project **30%**

Participation Checklist **20%**

Digital Journal **20%**

Grade 7 Drama Outcomes

Orientation

1. Demonstrate a willingness to take calculated and reasonable risks.
2. Share ideas confidently with others.
3. Focus concentration on one task at a time.
4. Listen effectively.
5. Generate imaginative and creative solutions to problems.
6. Meet deadlines and follow through on individual and group commitments.
7. Demonstrate trust by becoming comfortable, physically and emotionally, with others.
8. Work cooperatively and productively with all members of the class in pairs, small groups and large groups. • Support positively the work of others.
9. Offer and accept constructive criticism, given specific guidelines, with a desire to improve.
10. Recognize the purposes of and participate in warmup activities.
11. Communicate through use of voice and body.
12. Move in a variety of ways.



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13. Respond to directions without breaking concentration — side coaching.
14. Speak, move, and generate ideas spontaneously.
15. Investigate a variety of roles and situations.
16. Show awareness of story sequence.
17. Understand that technical elements enhance verbal/physical communication.
18. Recognize that there is an historical and cultural aspect of drama/theatre.
19. Demonstrate awareness of the multi-disciplinary nature of drama/theatre.

Movement

Level I – Beginning The student will be able to:

1. Demonstrate understanding of and apply appropriate safety procedures.
2. Demonstrate awareness of personal and shared space.
3. Use physical relaxation techniques effectively.
4. Recognize the need for and demonstrate warmup activities.
5. Move individual body parts.
6. Use proper posture.
7. Demonstrate awareness of his or her own body and its movement potential.
8. Display increased freedom of movement.
9. Travel through space in a variety of ways; e.g., running, creeping and jumping.
10. Use varying speed of movement.
11. Use directions and pathways.
12. Use levels.
13. Control focus and energy in movement and gesture.
14. Create shapes with the body.
15. Display increased balance and coordination.
16. Demonstrate freezing of movement.



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17. Use movement to communicate nonverbally.
18. Create movement in response to music.
19. Translate sounds, words, images, and emotions into movement.

Speech

Level I – Beginning The student will be able to:

1. Speak spontaneously.
2. Use vocal relaxation and warmup techniques.
3. Use effective breathing techniques.
4. Use techniques of storytelling.
5. Recognize the need to control and protect the voice.
6. Use volume appropriate to situation.
7. Create vocal sound effects to explore voice potential.
8. Understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation.

Improvisation/Acting

Level I – Beginning The student will be able to:

1. Use warmup techniques for preparation of body, voice and mind.
2. Respond to directions without breaking concentration — side coaching.
3. Demonstrate the ability to be still.
4. Create experiences through imaging, visualizing and fantasizing.
5. Create and tell a story spontaneously.
6. Understand and apply the essential elements of a story: character, setting, conflict, climax and plot.
7. Use stage vocabulary: stage areas, body positions and crosses.
8. Demonstrate appropriate rehearsal behaviours and routines.



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9. Communicate a clear beginning, middle and end in spontaneous and planned scenes.
10. Use essential story elements in spontaneous and planned scenes.
11. Create a dramatic situation in response to varied stimuli: objects, pictures, music.
12. Make logical choices within the boundaries of situation and character.

Theatre Studies

Level I – Beginning (Performance Analysis) The student will be able to:

1. Demonstrate understanding of the need for analysis of the work of self and others.
2. Identify specific criteria to assess a presentation.
3. Verbalize and write a review.

Technical Theatre

Awareness The student will be able to:

1. Recognize the basic terminology associated with the component being studied.
2. Demonstrate understanding of the basic functions of the component being studied.
3. Show awareness of the importance of research.
4. Show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies.
5. Demonstrate understanding of the various conventions of the component being studied.