

# St. John Paul II Collegiate

## Drama 8 - Long Range Plan

Date	Unit Breakdown	Description	Learner Expectations Covered	Assessments	Resources
6 classes	<p><i>The Power of Trust</i> Orientation and Movement</p> <ol style="list-style-type: none"> <li>1) Class expectations and Safety</li> <li>2) Trust, Risk Taking and Group Work</li> <li>3) Warm Ups and Importance</li> <li>4) Body Awareness</li> <li>5) Being Creative with Movement</li> <li>6) Moving as a Group</li> </ol>	<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: #1-25 Improv./Acting: #1, 3, 4, 6, 8-11, 21 Theatre Studies: #3, 5 Technical Theatre: # 6 &amp; 11</p>	<ul style="list-style-type: none"> <li>- Participation Checklist (S)</li> <li>- Digital Journal (S)</li> <li>- Power of Touch Story (S)</li> <li>- Peer Review and Critique (F)</li> <li>- Expectation and Guidance Exit Slips (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Music and Speakers</li> <li>- Open Space to rehearse</li> <li>- Drama Activity List</li> <li>- Assortment of props and costume pieces</li> </ul>
3 classes	<p><i>The Powerful Voice</i> Speech</p> <ol style="list-style-type: none"> <li>1) How to use voice properly</li> <li>2) How to vary voice</li> <li>3) How to add</li> </ol>	<p>Students will first look at the voice, how it is used properly and how to properly warm it up. We will explore how we can vary our voice to engage</p>	<p>Orientation: #4-10, 12 Movement: #1-8, 20 Speech: #1-14 Improv/Acting: #1,2,8, 16-18, 21 Theatre Studies: #1-6 Technical Theatre: #6,</p>	<ul style="list-style-type: none"> <li>- Participation Checklist (S)</li> <li>- Digital Journal (S)</li> <li>- Story Time Project (S)</li> <li>- Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>- Varied Texts and Scripts</li> <li>- Drama Activities List</li> <li>- Chrome Books</li> </ul>

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	<p>variation to differing characters</p> <p>4) Performance with group</p>	<p>an audience. Students will create their own piece of text based on lyrics, quotes and stories that they feel reflect themselves..</p>	<p>11</p>	<p>and Critique (F)</p> <ul style="list-style-type: none"> <li>- Expectation and Guidance Exit Slips (F)</li> </ul>	
<p>4 Classes</p>	<p><i>Improv. Olympics</i> Improvisation</p> <ol style="list-style-type: none"> <li>1) Review basic Improv. Rules</li> <li>2) Spontaneity and working in Groups</li> <li>3) Spontaneity with voice and character</li> <li>4) Improv. Olympics Competition</li> </ol>	<p>Students will begin by reviewing 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. They will use their skills explored in speech unit to create their own characters. Their improvisational skills will be put to the test competing in a class wide</p>	<p>Orientation: #4-10, 15, 16            Movement: #1, 2, 7, 8, 17, 19, 21-23            Speech: #1, 4, 6, 9, 12-14            Improv./Acting: #1-25            Theatre Studies: #1-3 and 5            Technical Theatre: #6</p>	<ul style="list-style-type: none"> <li>- Participation Checklist (S)</li> <li>- Digital Journal (S)</li> <li>- Improv. Olympics (S)</li> <li>- Peer Review and Critique (F)</li> <li>- Peer Evaluation (S)</li> <li>- Expectation and Guidance Exit Slips (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Drama Activities List</li> <li>- Assortment of props and costume pieces</li> </ul>

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		Improv. Olympics competition.			
7-8 classes	<p><i>The Finale</i> Acting and Technical Theatre</p> <ol style="list-style-type: none"> <li>1) Story Structure</li> <li>2) Character Creation</li> <li>3) Basic Design Functions (Costume, Set, Sound, Lights and Props)</li> <li>4) Story Boarding and Tech. Planning</li> <li>5) Rehearse Project</li> <li>6) Perform project</li> </ol>	<p>Students will begin by exploring various character traits and create their own characters. They will then be put into groups and work together to create a story to include all of their characters. They will create a storyboard to outline the story line and then start exploring different design elements including set, props, costumes and sound. A snippet of their creations will then be performed as their final project bringing all the skills they learned over the semester together.</p>	<p>Orientation: #2, 4-10, 12, 16-20            Movement: #1, 2, 7, 8, 11, 12, 15, 19, 21, 22, 25            Improv./Acting: #1-4, 6-12, 14-25            Speech: #4, 6, 7, 9, 12-14            Technical Theatre: #1-9            Theatre Studies: #1-6</p>	<ul style="list-style-type: none"> <li>- Participation Checklist (S)</li> <li>- Digital Journal (S)</li> <li>- Character Bio. (S)</li> <li>- Scene Performance (S)</li> <li>- Peer Review and Critique (F)</li> <li>- Peer Evaluation (S)</li> <li>- Expectation and Guidance Exit Slips (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Assortment of small scenes</li> <li>- Assortment of costumes, sets, and prop pieces</li> <li>- Music and Speakers</li> </ul>

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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 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 8 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.

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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.
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.

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

### **Level II – Intermediate The student will be able to:**

20. Extend body flexibility.
21. Display clarity of movement and gesture.
22. Use exaggerated movement and gesture.
23. Plan, repeat and combine movement patterns.
24. Plan movement for audience visibility and spatial limitations.
25. Communicate environment, character, and situation non-verbally.

### **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.

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### **Level II – Intermediate The student will be able to:**

9. Use volume, articulation and projection to achieve clarity.
10. Demonstrate effects of intonation, rate, pause and phrasing on the meaning of words.
11. Use pitch to effect quality of voice production.
12. Demonstrate a stage whisper.
13. Use voice to communicate mood and emotion.
14. Use a variety of character voices.

### **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.
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.

#### **Level II – Intermediate The student will be able to:**

13. Recognize the techniques of offering, accepting, advancing and blocking.
14. Use varied stimuli for character development.
15. Use the body and body language to enhance characterization.
16. Demonstrate economy in movement and speech.
17. Select and use language appropriate to a given character and situation.

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18. Use voice variety to enhance a character.
19. Discover how feelings affect a character.
20. Enter and exit in character.
21. Sustain a character throughout an exercise or scene.
22. Create business appropriate to character and situation.
23. Demonstrate understanding of character motivation.
24. Recognize that relationships exist between characters in given situations.
25. Demonstrate understanding of focus and the processes of sharing, giving and taking.

### 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.

#### **Level II – Intermediate (Theatre History) The student will be able to:**

4. Recognize that drama exists in every culture.
5. Recognize that “theatre is a mirror of society”.
6. Show awareness of selected periods and playwrights.

### 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.

#### **Readiness The student will be able to:**



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6. Demonstrate understanding of the importance of planning and organization.
7. Select a project appropriate to the component being studied.
8. Demonstrate understanding of the use of colour, shape and texture to achieve a desired effect.
9. Use sketching to explore ideas for the project.
10. Demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawings.
11. Arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project.