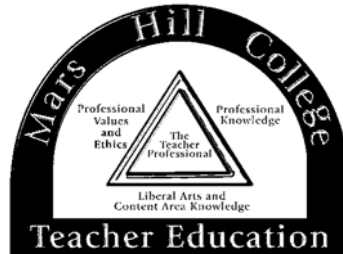


## MARS HILL COLLEGE

### Syllabus TA 375 Creative Drama Term (Spring/2005)



**Instructor: Dr. Jim Brown**

**Office Hours: MWF 11-2 or by appointment only**

**Phone/E-Mail Address: 689-1185 jbrown@mhc.edu**

#### **Catalogue Course Description:**

The use of improvised playmaking in stimulating learning and developing creative imagination, artistic sensibility, and desirable personal and social attitudes in young people. Although the principles may apply to all age groups, this course is designed for those working with young children and teenagers. Prerequisite: Sophomore standing.

#### **Course Description:**

This interactive course is designed to introduce students to the practical applications of creative drama in the classroom. An understanding of the various creative drama theories, cognitive learning theories and current curricular models is presented. TA 375 is a theatre arts course in which students:

- Learn to apply a variety of creative dramatic techniques and styles as response activities to produce differentiated instructional design
- Develop increased personal aesthetic awareness and creativity
- Learn historical, critical, and aesthetic concepts important to creative dramatics
- Understand and apply various theories (cognitive, educational, social, and dramatic) associated with creative dramatics and arts-based education
  - Plan and organize curriculum and instruction as it relates to creative dramatics and differentiated instruction
  - Understand and apply classroom management techniques
  - Understand and plan assessment tools as they relate to creative dramatics instruction and arts-based education
  - Evaluate educational materials and their content based on age appropriateness, diversity, and effectiveness

#### **Texts:**

Spolin, V. (1986). *Theater games for the classroom: A teacher's handbook*. Evanston, IL: Northwestern University Press. CD

Fleming, M. (2001). *Teaching drama in primary and secondary schools: An integrated approach*. David Fulton Publishers.

#### **Course Goals and Objectives:**

##### **Upon completion of this course, the student will be able to:**

- a. Participate and lead children and young adults in a variety of creative drama activities

- b. Design creative drama instruction and assessment using the NCSCS
- c. Identify major stylistic and technical developments in the history of creative dramatics and arts-based instruction
- d. Articulate and apply principles of various creative dramatic styles integrated to produce sound instructional design
- e. Make aesthetic judgments about dramatics in the classroom
- f. Discuss the potential for using theatre in the classroom as response activities to achieve cognitive, social, and educational goals

#### **Instructional Methods:**

- Lectures
- In-class discussion
- Demonstrations
- Individual and group conferences
- In-class and out of class activities
- Written assignments
- Presentations
- Assigned reading

#### **Course Policies and Evaluation Procedure:**

Students are responsible for the following requirements:

Participation	20%
Attendance	20%
Notebook/ LiveText	30%
Midterm Exam	15%
Final Exam	15%

#### **Participation and Attendance 20%**

- Come to class prepared with assigned readings and homework assignments completed.
- Participate in all in-class and out-of-class discussions and activities.
  - Note: You may elect to take two absences from this class; do so at your discretion. However, after two absences, **15 points** for each absence will be deducted from your participation grade.

#### **Midterm Exam 15%**

- cover all material from beginning of course to midterm

#### **Final Exam 15%**

- cover all material from midterm to end of course

#### **Final Notebook/ LiveText 30%**

**Overall philosophical statement** about the role of theatre in the classroom as it relates to integrated curriculum, arts-based instruction, literacy development, teaching roles, special needs populations, and other educational programming. (minimum of 200 words)

1. Description of Theatre Games (minimum 10)
2. Story drama lesson plan for a 45 minute class period
3. Shadow puppet unit plan from beginning of project to presentation of student work
4. Lessons using scripted material
5. A set of lessons using the Heathcote Method
6. Internet resources for lesson plans – print out webpages for notebook or hyperlink in LiveText
7. A list of curriculum connections with theatre and the elementary K-6 curriculum
8. Children's Literature Bibliography (tied to the lessons but not limited to these lessons)

*This section should contain a listing of stories and book suitable for creative dramatic activities.*

9. Classroom management tools
10. Creative drama for the special needs child/ unique learner (how will you modify instruction for the unique learner?)
11. Assessment tools for evaluating student performance (e.g. generic holistic rubrics)
12. Costume ideas for both you and your students
13. Puppets and puppet making ideas
14. Scripts for children (paper copies or if in LiveText hyperlinks)
15. Additional ideas or resources needed

**Project requirements:** All work must be typed using Times New Roman, 12-point font, double-spaced, 1-inch margins, using APA format and placed in a notebook with appropriate dividers. Any props, costumes, puppets, masks, books, scripts, etc must be placed in a box. If you submit this using LiveText, then you will follow the format provided by LiveText

**Field Experiences** – This course requires three school observations. This will be coordinated with Vivian Scott, Field Experience Coordinator. Mrs. Scott will make a presentation in class explaining the requirement. This requirement must be completed by the end of this course. This will be factored into your participation grade.

Course Content/Schedule:

### **Movement and Viola Spolin**

Theater games for the classroom. Warm ups, movement games, transformation games, sensory games, mirror games, where, who, and what, communication games, puppetry.

### **Winifred Ward: Mother of Creative Drama**

Integrating Children's Literature in the drama classroom, techniques for story drama, assessing story drama, new developments in the literature/language rich classroom, integrating puppetry, props, costumes, etc.

### **Puppetry**

Shadow puppetry, simple design, projected scenery, production and rehearsal, advanced techniques, rod puppets, hand puppets.

### **Dorothy Heathcote: Drama as a learning medium.**

Evoking not directing, edging in, finding material through brotherhoods (and sisterhoods), leading though questions, building belief, dropping to the universal, withholding expertise, planning, using role in teaching, theater elements as tools.

### **Teaching Drama in Primary and Secondary Schools**

Learning/teaching/assessing drama in schools, working with scripts, drama and language, drama and aesthetics.

*Professor Disclaimer: As needed throughout the semester, the professor of this course may make necessary changes to the syllabus.*

Snow Policy: Call 689-1185 for an announcement concerning the cancellation of class. A message will only be posted in the event of inclement weather. The announcement will be set by noon of that day.

#### **Honor Code**

**We, the students of Mars Hill College, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.**

#### **Honor Pledge**

**On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill College.**