

## **THEA 1130: An Introduction to Creative Drama in the Elementary School**

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**NOTE for Emails: Please include your class and time in the subject line (ex: Creative Drama 9:30) with any other information necessary.**

### **Required Text**

Nellie McCaslin. *Creative Drama in the Classroom and Beyond*. 8<sup>th</sup> Edition.

### **Course Description**

An introduction to current philosophies, principles, and techniques of theatre in the elementary school. Emphasis on development of the individual child through use of dramatic play, improvisation, and theatre games. Includes lecture/discussions, group facilitation, peer teaching, and practical performance work.

### **Course Objectives**

- 1) To identify the principles and current practices in the conduct of theatre/drama with children.
- 2) To describe the role of theatre as an art form in the education of children/adolescents.
- 3) To describe the teaching artist's role in the classroom of maintaining a supportive learning community.
- 4) To facilitate the use of theatre/drama in the classroom.
- 5) To demonstrate effective use of theatre interventions in the elementary classroom by:
  - a. creating a lesson plan with appropriate motivational material and structured playable action
  - b. leading lessons and involving participants, and
  - c. evaluating lesson and participant learning.

### **Attendance Policy**

Because this class is experiential in nature, you are expected to attend each class for the entire period. You have the syllabus and will be expected to keep up even if you miss a class. Active class participation is important, and you need to be in class to participate.

You are allowed ONE (1) free absence, regardless of reason (excused or unexcused). **The second absence (regardless of reason) will result in a drop of 10 points in your final grade. A 3<sup>rd</sup> absence will result in a failing grade.** If you desire a "make-up" assignment to retrieve points, you will need to discuss the matter with me.

**TWO (2) late arrivals (after 3 minutes) or leaving class early will count as ONE (1) absence.** In sum, poor attendance and excessive tardiness will seriously affect your grade.

PLEASE NOTE: If you are scheduled to present, you must be in class. If you miss class on the day you are scheduled to present, you will receive a “0” for your presentation.

### **Journal/Notebook**

Please bring a notebook with pockets (or a binder/folder) and a pen/pencil to every class.

### **Assignments**

#### **Chapter Reflections** 30

You are required to read 3 chapters per (most) class period. Choose 3 points/ideas/suggestions from the required chapters that you find interesting. Reflect and elaborate on those 3 points.

**Turn in reflection to Blackboard before the next class period.** Be prepared to lead an in-class discussion on your reflection.

#### **Leading a Theatre Game #1**

##### **In-class presentation** 30

You will lead the class in a theatre game or exercise that has a particular focus (Trust/Imagination/Physical/Vocal expression). Refer to McCaslin and/or library/internet resources. Bonus Points: Tie game into another area of curriculum.

##### **Summary Paper** 20

Provide a one-page description of procedures that one follows to complete the game.

##### **Reflective Essay: Why theatre in the elementary classroom?** 100

##### **Lesson Plan** 75

Working with a partner, create a workshop plan. The plan must cover 30 minutes of class time, be appropriate to the age level you plan to work with, and consist of a series of games, exercises, or literature that have a particular theatre focus, and that address a common theme. Finally, it must follow the format as specified by the instructor. The final copy of the workshop plan must be typed (double-spaced). Refer to syllabus for due date.

##### **In-Class Presentation of Lesson** 75

Come to class prepared and ready to lead class members in a creative drama session.

##### **Final Reflections on Lesson Presentation** 50

You will analyze your in-class presentation of your lesson plan as well as one other team's presentation. The aims are to: 1) assess the impact of your instructional techniques on student learning; and 2) reflect on how you could improve the lesson plan, facilitation, and student learning.

##### **Ensemble Commitment Grade (Class Participation)** 20

Cell phone out, late (first 3 minutes), lack of participation, lack of support of classmates, bad attitude, lack of teamwork, lack of journaling, etc. will result in deductions.

## **Grading Policy**

Open discussion and deep involvement are essential. Your grade in class will depend on the following:

- 1) Active involvement in the daily classwork.
- 2) Competent, disciplined work in class and during labs.
- 3) Thorough preparation for class and presentations.
- 4) Successful completion of assignments as assigned, with physical and vocal expression, and detail appropriate to the class.
- 5) Thorough preparation for sessions conducted with children/adolescents in mind.
- 6) Regular, faithful attendance.
- 7) Reliable, collegial interactions with classmates.
- 8) Professional attitude toward and use of cell phones.

A point system will be used to determine your final course grade and your individual assignment grades. The final semester grade will appear in letter form, according to the UNT grading system (*i.e.*, “A,” “B,” “C,” “D,” and “F”).

**360-400 points for an “A”**

**320-359 points for a “B”**

**280-319 points for a “C”**

**240-279 points for a “D”**

**239 points or below results in an “F”**

Assignments turned in “late” are reduced by 10 points per class period. In-class presentations cannot be made up. Paper assignments, such as game summaries and reflective essay, may be reworked for a higher grade. (This courtesy applies only if the assignment was handed in on its original due date.) Make-up and extra-credit assignments are due **Thursday, July 6th**.

Plagiarism will not be tolerated, and will be reported to the appropriate UNT authorities; consequences will be severe.

## **ADA Statement**

The University of North Texas makes reasonable academic reasonable accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and

must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

### **Course Schedule**

Week 1 June 6/8	T	Introduction to class, syllabus. Ice-breakers Definition of Creative Drama
	R	McC: Ch. 1- Creative Drama; Ch. 2- Imagination; Ch. 3- Play Appendix A: National Standards in Education; TEKS
Week 2 June 13/15	T	McC: Ch. 4– Movement and Rhythm; Ch. 5– Pantomime; Ch. 6- Improvisation: Characters Speak and Move
	R	Due: Theatre Game (trust/imagination/vocal & movement)
Week 3 June 20/22	T	McC: Ch. 8– The Play Takes Shape; Ch. 9– Building Plays from Stories; Ch. 10– Creating Plays from other sources
	R	McC: Ch. 7- Puppetry; Ch. 11- Poetry
Week 4 June 27/29	T	McC: Ch. 13– Storytelling; Ch. 14- Drama as a Teaching Tool; Ch. 15- Creative Drama for the Special Student
	R	McC: Ch. 18- Playgoing for Appreciation and Learning In-Class Theatrical Explorations; Creating a Lesson Plan
Week 5 July 6/7	R	Due: Lesson Plan Presentations; Due Reflective Essay
	F	Due: Lesson Plan Presentations; Due: Final Reflection Paper