

THEA 1130 Introduction to Creative Drama in the Elementary School (Fall 2020 8W1 Online)

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Recommended Text

Nellie McCaslin. *Creative Drama in the Classroom and Beyond*. 8th Edition (Referred to in syllabus as McC)

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.

Due to the Covid-19 emergency, the course has been modified to be totally online.

Course Objectives

- To examine the principles and current practices in the conduct of theatre with children.
- To understand the role of theatre as an art form in the education of children/adolescents.
- To understand the teaching artist's role in the classroom of maintaining a supportive learning community.
- To demonstrate effective use of theatre interventions in the elementary classroom by creating a lesson plan with appropriate motivational material and structured playable action

Assignments

Introductions Discussion Board	40
Rives Collins Video Overview Discussion Board	40
Other brief Discussion Responses/Check-ins	120
Theatre Game/Brain Break	50

Find a theatre game/brain break (refer to McCaslin and/or library/internet resources) and upload it to the discussion board. You'll need to include at least one Theatre TEKS that it covers, the full procedures, and an idea for using it in another

curricular area or special topic, e.g., playing "Duck Duck Goose" in a Fire Safety Prevention lesson plan, and adapting it so that the runners have to Stop Drop and Roll at your command before they can complete the circle.

Extra Credit (up to 20 points)—use an activity from McCaslin (identify page #) for up to 10 points and/or upload a video of you explaining the instructions as if to your future students (up to 10 points).

Reflective Essay: Why theatre in the elementary classroom? 100

Lesson Plan: "Why We Move" 100

Create a lesson plan that addresses the theme: Why we move and incorporates another curricular area through the use of drama. The final copy of the workshop plan must be typed (double-spaced).

Final Reflections 50

Grading Policy

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").

450-500 points for an "A"

400-449 points for a "B"

350-399 points for a "C"

300-349 points for a "D"

299 points or below results in an "F"

Assignments turned in "late" are reduced a full letter grade (**10% plus one point**). 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, Apr. 30**. 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> (Links to an external site.). You may also contact them by phone at 940.565.4323.

Course Schedule

Week 1 Post Introductions in Discussion Board (due by 11:59 pm Aug. 30)

August 24-30 Watch Rives Collins video online and post responses in Discussion Board (due by 11:59 pm Aug. 30)

Week 2 Watch video on theatre games/brain breaks and respond to the prompt in the Discussion Board (due by 11:59 pm Sept. 6).

Aug. 31-Sept. 6 Post a Theatre Game/Brain Break to the Discussion Board (due by 11:59 pm Sept. 6).

Week 3 Imagination, Movement, Pantomime, Improvisation-- Respond to prompt on discussion board (due by 11:59 pm Sept. 13)

Sept. 7-13

Week 4 McC, Ch. 7 – Puppetry; Ch. 11 – Poetry; Ch. 12 – Speech and Speech-Related Activities—Respond to prompt on discussion board (due by 11:59 pm Sept. 20)

Sept. 14-20

Week 5 Tableau, Interviewing, Readers' Theatre—Respond to prompt on discussion board (due by 11:59 pm Sept. 27)

Sept. 21-27

Week 6 Due by 11:59 pm Oct.4: Reflective Essay: Why theatre in the elementary classroom?

Sept. 28-Oct. 4

Week 7 Due by 11:59 pm Oct. 11: Lesson Plan to Discussion Board

Oct. 5-11

Week 8 Due by 11:59 Oct. 16: "Final Reflections" Paper

Oct. 12-16