

UNT DALLAS

Fall 2016

THEA 1130D.01 Introduction to Creative Drama in the Elementary School			
Department of	Education and Administration	Division of Education and Human Services	Education and Human Services
	Dean: Dr. John Gasko	Chair: Dr. Glenda Moss	Fine Arts Theater – Drama for the Classroom
Instructor Name:	Dr. Ruth J. Guevara		
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Office Hours:	Monday 3:00pm – 4:00pm, Wednesday 2:30pm-4:00pm, Thursday & Friday 1:30pm - 4:00pm. Call or email to schedule an appointment.		
	Meetings with students will focus on course content and or related assignments.		
Classroom Location:	UNT Dallas Bldg #1 Room 244		
Class Meeting Days & Times:	Tuesday: 10:00am-2:20pm		
Course Catalog Description:	(1 hour): Lab session		
Prerequisites:			
Co-requisites:			
Required Text:	No text required for lab sessions.		
Recommended Text and References:	A list of journals and articles will be provided for review as it is related to theater arts and children in EC-6 th classrooms in public schools. Emphasis will address the development and learning modalities of children and how to integrate theater arts across the content areas.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		

Course Goals or Overview: The purpose of the course is to familiarize students with the approaches and developing strategies for stimulating creativity in theater arts for early childhood programs and elementary classrooms. Students will learn how the visual arts, music, movement and drama activities fosters critical thinking, communication skills, personal and social responsibilities, and planning developmentally appropriate creative arts activities for the classroom. Students will learn how to use movement, singing, improvisation, script writing, cultural and historical perspective on theater arts and to increase knowledge of and appreciation for theater arts for children.	
	The goal of this course is to
Student Learning Objectives/Outcomes: At the end of this course, the student will	
1.	Demonstrate knowledge of diverse ways in which children and students learn and develop their intellectual, physical, emotional, social and sensory skills through active participation in drama and theater activities in EC-6 classrooms.
2.	Integrates theater arts in the content areas for interdisciplinary planning.
3.	Demonstrates understanding about the importance of using puppetry with children and elementary students to promote literacy and dramatic play in the classroom.
4.	Understands the importance of utilizing a variety of materials, resources, technology, and a multicultural perspective to support the creative and expressive development of theater arts in the classroom.
5.	Develop opportunities for children with learning differences, special needs and second language learners to actively engage in simple class plays in the classroom.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education and the Standards Correlation for Texas – Texas Essential and Skills (TEKS) for Theater Arts.

INTASC STANDARDS

1. knowledge of subject matter
2. knowledge of human development and learning
3. adapting instruction for individual needs
4. multiple instructional strategies
5. classroom motivation and management skills
6. communication skills
7. instructional planning skills
8. assessment of student learning
9. professional commitment and responsibility
10. partnerships

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS:

TAC §228.30:

Generalist EC-6: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and with high-quality feedback.

Texas Essential Knowledge and Skills (TEKS) for Theater Arts

Four Core Strands (For all grade levels)

Perception – Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world.

Creative Expression – Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

Historical/Cultural Heritage – Students increase their understanding of heritage and traditions through historical and cultural studies in theater.

Response/Evaluation – Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theater, film, television, and other technologies.

TEA State Standards

§117.1. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary.

The provisions of this subchapter shall supersede §75.31(a)-(f) of this title (relating to Fine Arts) beginning September 1, 1998.

Review of TEA Chapter 117.1 Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary will be reviewed throughout the semester as it applies to the activities children can work on while in the classroom. The introduction and knowledge and skills subsections for each grade level will be reviewed and applied to the activities students will be working with throughout the semester.

Theater Arts – The theater arts is a component of this course. The students will participate in 5 class meetings designed to increase participation, study of theater arts for children in the classroom, create activities and opportunities for script writing, acting, and participating in theater arts projects for the classroom. The theater arts class meetings will include lecture and lab opportunities for students to study the fundamental theories and principals of theater arts and integration of dramatic plays, movement, creative expression, script writing and content learning across the curriculum. Additional connections will be made to the multiple pathways in utilizing drama and the creative arts as a learning component for subpopulations by differentiating instruction and maximizing learning opportunities in the classroom. The classroom teacher will acknowledge the importance of the multiple intelligences and how it can assist with the improvement of interpersonal skills, listening, memory, creativity and imagination with various class and group activities connected to the fine arts.

Aristotle said, "Tell me and I will forget. Show me and I will remember. INVOLVE me and I will understand." Creative Drama can foster personality growth and self-esteem. It can help children learn to work together and to think creatively.

COURSE STRUCTURE:

This course is a lecture/lab format. Students are required to attend all lectures and all labs. The final grade for the course will depend on the successful completion of both components. The content will be introduced in the lecture, and will be further explored during the theater lab sessions. Students must attend and participate in both the lecture and the lab and attendance will be mandatory.

Timeline	Topic	SLOs	Reading/Activities Assignments
Week 1	Review Chapter 117 Fine Arts EC-6 Theater TEKS History of Theater Theater in the Classroom Fractured Fairy Tales Script Writing Technical Language of Theater	1,4	Group Activity: Script Writing – Fairy Tales opposite of one another. Rewrite the tale with two different parts of story. Create a funny and whimsical fractured fairy tale. Use children’s literature books to assist with this activity.
Week 2	Review Chapter 117 Fine Arts Chart for K-5 th grade Theater Games and drama for children in early childhood and elementary classrooms. Drama in the classroom with children from different cultural and language backgrounds. Drama and children with special needs.	4,5	Presentations - props and costume (make and bring to class) Considerations for different cultural and language backgrounds and children with special needs. Active participation from the class.
Week 3	History of Puppetry PSA – Public Service Announcement Puppetry & Storytelling	1,2,4	Create a puppet for a PSA Announcement - Details on handout. Announcement is presented on JAG News Channel 244
Week 4	Puppet Presentations Introduction to the History of Mask Culture connections to mask making and mask used for different purposes.	1,2,4	Puppet presentations Select a character for a theater mask to be worn and used in character in a play. Ex: The lion in <i>The Wizard of Oz</i> or <i>The Lion King</i> . A character mask should be one that a child or student can wear in a play.
Week 5	Presentation & Research on Mask	1	Presentation of mask – a PPT required Instructor approval on selection of theater mask.

Course Evaluation Methods: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – Written test are designed to measure knowledge of presented course material. Performance and presentations will be evaluated for each of the assignments scheduled for this course. Points will be awarded based on the quality of the assignments, work and presentations performed in class.

Field Assignments – **NOT APPLICABLE**

Online Assignments – **NOT APPLICABLE**

Responses to Classmates- Group discussions, active participation and reflective thoughts, presentations and research topics of interest and findings is expected to be performed on a professional level. Positive remarks and respect to fellow classmates is expected at all times.

Class Participation – Daily attendance and active participation is required for this course. Students are expected to attend class and contribute to class discussions and group talks.

Grading Matrix

Instrument	Topic	Presentation & Performance	Total Pts
Week 1	Creative Drama: Multicultural Folk Tales, Fractured Fairy Tales & Script Writing	Active participation, presentation and performance	100
Week 2	Creative Drama Games K-4 Pantomime Students pantomime a scene from Pinocchio. Video: Pinocchio Puppetry Drama in the Classroom	Presentation and active participation Select a fairy tale and pantomime one scene in class. Stick, finger and sock puppets	100
Week 3	Puppetry Puppetry & Storytelling	PSA Announcement & Presentations	100
Week 4	History of Mask	Mask Making	100
Week 5	Theater Mask Presentations	Theater Mask Presentations – in character	100

Total points: 500

Grading Scale:

A = 450-500 points (90%-100%)

B = 400-449 points (80% - 89%)

C = 350-399 points (70% - 79%)

D = 300-349 points (60% - 69%)

F = 299-0 points (59%)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office Disability Services in Founders Hall Dal 2 Office 204. Ms. Cynthia Suarez, Director of Disability Services can be reached at 973-338-1777. Email address is UNTDdisability@untdallas.edu/disability. UNTD Policy 7.004

Assignment Policy:

APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style. Students are expected to pay attention to detail in their writing assignments, projects, and presentations.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time and it is the responsibility of the student to make the appropriate arrangements before attending class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

The university will notify students, faculty, and staff of severe weather and driving conditions that may result in delays in opening or cancelation of classes. In case of inclement weather, call the main UNT Dallas telephone number (972) 780-3600 for a pre-recorded message or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on individual and group discussions, presentations and performance in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are to miss class. Students are responsible to make up the assignments missed in class.

Incomplete Work – Request for an “I” - Students seeking to receive an incomplete will need to be in good standing, have 80 % of their work completed, must meet either one of the following: 1) personal emergency medical treatment or surgery, 2) summoned to military duty, or 3) family medical emergency. The instructor has the right to request specific documentation to support the request for an incomplete. The student must submit a letter in writing requesting an incomplete for this class. The instructor will review the request and will provide a decision prior to the end of the semester. Failure to submit a request will result in alternative procedures and decisions made from the chair and dean. A low or non-passing grade will apply based on the student's final submission of assignments.

Student Evaluation and Grading

Students are expected to become active learning participants in the lecture and lab sessions. A grading matrix will apply for the lecture, lab sessions, writing assignment and presentations for the 5 week sessions. Referred to the student handbook and university policies regarding plagiarism and copyright laws. It is encouraged that all students adhere to the policies of the university as stated in this course syllabus.

READING LIST

Alber, S. R., & Foil, Carolyn R. (2003). Drama activities that promote and extend your students' vocabulary proficiency. "Intervention in School & Clinic", 39(1), 22-29.

Bates, L. (2007). The play's the thing, literary adaptations for children's theatre. *International Journal of Early Childhood*, 39 -37, 44.

Beehner, M. B. (1990). Creating a dramatic script for dynamic classroom learning. "Education", 110(3), 283-288.

Crumpler, T., & Schneider, J. J. (2002). Writing with their whole being: A cross study analysis of children's writing from five classrooms using process drama." *Research in Drama Education*", 7(1), 61-79.

Furman, L. (2000). In support of drama in early childhood education, again. "Early Childhood Education Journal", 27(3), 173-178. [EJ 610 229]

Martinez, M. (1993). Motivating dramatic story reenactments. *The Reading Teacher*, 46(8), 682-688. [EJ 462 277]

McMaster, J. C. (1998). "Doing" literature: Using drama to build literacy. *The reading teacher*, 51(7), 574-584. [EJ 562 451]

McNamee, G. D., McLane, J. B., Cooper, P. M., Kerwin, S. M. (1985). Cognition and affect in early literacy development. *Early Childhood Development and Care*, 20, 229-244. [EJ 322 562]

McNaughton, M. J. (1997). Drama and children's writing: A study of the influence of drama on the imaginative writing of primary school children. *Research in Drama Education*, 2(1), 55-86.

Saltz, E., & Johnson, J. (1974). Training for thematic-fantasy play in culturally disadvantaged children: Preliminary results. *Journal of Educational Psychology*, 66, 623-630. [EJ 275 518]

Schneider, J. J., & Jackson, S. A. W. (2000). Process drama: A special space and place for writing. *The Reading Teacher*, 54(1), 38-51. [EJ 614 497]

Sendak, M. (1963). *Where the Wild Things Are*. New York: Haper & Row.

Woodson, S. E. (1999). (Re)Conceiving 'creative drama': An exploration and expansion of American metaphorical paradigms. *Research in Drama Education*, 4(2), 201-214.

