

UNT DALLAS

Fall 2016

THEA 1130D.02 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		
Office Location:	Dal Bldg. #2 Office 254		
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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: 5:30am-9:20pm		
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	Understand and articulate the developmental theories of theater arts in the classroom.
2	Demonstrates knowledge of diverse ways in which students learn and develop by providing learning opportunities that support the intellectual, physical, emotional and social development of children and students in EC-6 programs.
3	Understands the role of the teacher in planning and implementing effective strategies for involving families in supporting theater arts in the school and community.
4	Integrates theater arts to content areas (TEKS) for interdisciplinary planning.
5	Demonstrates understanding about the relations between theater arts and children's development across the visual arts, movement and creative expression.
6.	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.

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 sessions will include lecture and lab opportunities for students to study the fundamental theories and principals of theater arts and integration of dramatic plays, dance, creative expression, script writing and content learning across the curriculum. Additional connections will be made to the multiple pathways in utilizing theater 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. The teacher will provide opportunities for students to explore and create various dance movements to music and express their interpretation to verbal and musical prompts. An emphasis will be placed on the importance of diversity and cultural studies of dance and theater arts across the curriculum and its relationship to cultural groups represented in the school and classroom.

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 of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-7803632.

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 group discussions throughout the semester 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 missing class. Students are also responsible to make up any work covered in class. Students with small children are expected to make the appropriate arrangements for child care prior to the start of this 5 week course.

NO CHILDREN ALLOWED IN CLASS. Students are not to leave their children on the UNT Dallas campus unattended. It is the responsibility for students to make the appropriate child care arrangements prior to the start of class. It is discouraged to bring your child to class who may be ill. Children may participate as part of an audience or active participants in several learning activities throughout the semester. The instructor will inform the class ahead of time when such an activity will take place. In case of an illness (family, personal or child), an excused absence will apply. A document supporting your absence from a medical clinic, hospital or emergency room or attending a family funeral will be required. Information must be presented on letterhead. It is not necessary for a medical document to include private information pertaining to the student or family member.

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 passing or non-passing grade will apply based on the student's final submission of assignments and completion of the course.

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. Some of the content will be introduced in the lecture, and that content will be further explored during the theater arts assignments during lab sessions. Students **MUST** attend and participate in both the lecture and the lab, and attendance will be mandatory.

STUDENT EVALUATION (OR GRADING):

50% of the overall course grade is determined in the weekly lecture and lab sessions. Points awarded for presentations, activities, and research will be scored on quality of work, presentations, and writing. Students are expected to become active learning participants in the lecture and lab sessions. A grading matrix will apply for the lecture and lab sessions and assignments for these 5 week sessions. Students are encouraged to use the writing lab for support and additional resources available on-line and at the library. Pilgrims and or other forms of “copying” work created by a classmate and or other students are discouraged. Referred to the student handbook and university policies regarding plagiarism and copyright laws.

Grade Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = below 60

Creativity is highly encouraged. Attendance is required.

Participation grade: 10pts – Attendance Required
 Stage props, mask, costume design & acting performance: 15 pts.

Theater Arts Assignments and Activities

Date & Week Session	Lecture	Lab	SLOs	Points
Week 1	Studies, research, & class discussion on the importance of theater arts and its history, expressive arts and movement in EC-6 classrooms.	Activities: 1. Group activity: script writing – children’s literature story & fractured folktales, character presentation, dramatic and creative expressions included. 2. Theater Mask, costume to portray character, stage design and a prop or props.	1	20
Week 2	Exploring puppetry and drama, set design, expressive language and presentations. BE CREATIVE with this assignment!	Activity: 1. Small group creating sock puppet theater, writing a script, creative scenes, stage and presentation. Student may use a children’s literature book to create a puppet that will be part of reading, comprehension and oral language development with children. By using puppet to actively engage the class will be great practice in class. Active engagement required. 2. Create 2 sock puppets for your theater puppet production.	4,5,6	25
Week 3	Exploring with Storytelling Individual presentations Engage your audience when telling a story. Active participation from the class.	Activity 1. Write a 60 second PSA (public service announcement) and a 2 minute script for a TV show. Costume and props required \$5.00 or less. To be featured on UNTDALLAS TV station.	4,5,6	20

Week 4	Exploring with dance – Expressive Movement, appreciation for music, dance interpretation and movement. Scarfs, ribbon, objects – music dance patterns & use of music to support cultural dances from different countries.	Activity Video review and discussion of dance in city recreation programs and public schools in major cities. The importance of engaging the creative spirit and mind of children in schools. 1. Create 3 different dance movements utilizing movement within and outside of a circle or square. Free flowing and energetic dance movements. 2. Utilize music to create rhythm, expressive movement and exposure of genre of music. 3. Play a musical instrument (drums, tambourine, bells, guitar, etc.) to support your musical presentation. Part of active participation, exploration and creativity.	4,5,6	15
Week 5	Musical Productions Research Project PPT presentation & 2 page written summary. (15 minutes in length)	Presentations of musical productions for the classroom. The Wizard of Oz, The Lion King, Toy Story, The Three Musketeers and or free choice. Approval required.	1,4,5,6	20

Required Components for Theater & Creative Arts

Week 1

- Narrative – The student will write a script approximately 3 to 3.5 pages in length. Follow the guidelines provided on the handout for Script Writing for the Classroom. Applies to the Fractured Fairytales assignment.
- Theater Mask – The student will create a mask appropriate for the character their portraying according to their presentation. Detailed, neatness and quality of artistic work is required.

Week 2

- Sock puppets must portray the character/s selected for the activity and presentation according to the topics suggested on the calendar of assignments and activity.
- The script in accordance to guidelines presented in Week 1 will be observed, performed and evaluated.

Week 3

- Exploring with storytelling. An important aspect of the arts for young children and students in elementary grades. Ideal for developing voice, expression, creativity, problem-solving skills, and the ability to capture the attention of an audience. Building confidence in children can derive from storytelling.

- Write a 60 second PSA (public service announcement) and a 3 minute script based on your story for a television show.
- Each PSA will be videotaped and presented to the class (audience).

Week 4

- Presentation of creative dance movements within the interpretation of the urban environment.
- Base your creative dance movements to stomp – urban (New York, use of trash cans), street elements, Latino styles (Zumba, etc.), Caribbean, Reggae etc. Approval required.

Week 5

- The students will present a powerpoint presentation on their selected work of musical theater.
- The student will present a 3 minute famous scene from within the movie and or theater production.

GUIDELINES TO CONSIDER

Week 1 Script Writing

1. (search for guidelines for script writing for students)
2. Rubric used for mask construction and presentation of character.

Week 2 Sock Puppet/s

1. Must match character with script.
2. Creative, unique and entertaining.

Week 3 PSA and Script

1. The PSA must be written in paragraph form. The presenter must look directly into the camera and audience. No off script (script in hand) for this assignment.
2. Time for PSA video is 60 seconds. No additional time will be granted. Stay within the time frame allocated.

Week 4

1. Must explore with creative interpretation of dance movements. Create dance movements that can be implemented across your curriculum and danced in the classroom. Consider the genre of music you will apply to the dance and movements. Avoid using La Macarena for your presentation.

Week 5

1. The entire class period will focus on the presentations requiring prior research and development of the theater arts project.