I. LOCATOR INFORMATION:
Semester/Year:  
Course # Sec and Name: THEA411-01: Children’s Theatre for School and Community 
Semester Hours of Credit: 3  
Time:  
Instructor:  
Office:  
Phone:  
Bldg/ Room:  
Office Hours:  
E-mail:  
Web site: 

II. COURSE DESCRIPTION:
A study of materials and procedures needed for creative dramatics, choral speaking, puppetry, and formal dramatics. Recommended for prospective and in-service teachers on the elementary level and for theatre and/or community workers with children, it will survey the elements, use, and benefits of creative dramatics within the learning process, and will explore the individual extemporaneous expression through pantomime, role play, poem and story dramatization, and imagination warm-up exercises.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK: Creative Drama in the Classroom and Beyond.  

V. STUDENT LEARNING OUTCOMES The conceptual framework is aligned with NCATE standards.
1. To develop a base knowledge of current texts and materials for creative drama activities.
2. To use improvisation as a learning tool.
3. To explore creative arts and movement as a curriculum tool.
4. To relate, appreciate, and apply theatrical productions and improvisations as learning tools.
5. To demonstrate knowledge of the subject matter and instructional strategies through practice, testing, and making a unit plan.
6. To conceptualize theatrical productions as a whole, integrating various components into artistic interpretations that include using technological resources for research, production, and enhancement.

VI. EVALUATION CRITERIA Grading scale:
A = 92 – 100  
B = 83 – 91  
C = 82 – 74  
D = 73 – 65  
F = 64 and below

Grades in this class are based on preparedness, performance and execution of concepts and theories learned in lecture. Critiquing is part of your teaching process, therefore you will not only be critiqued by the instructor but also by your peers and classmates. Use them as a means of analyzing and recognizing those areas where all can benefit from changes in both the creative processes and the teaching processes. They are NOT an opportunity for personal comments. Grades will be averaged and based on the following:

Final Exam.................................................................................................10 points
Final Creative Project..................................................................................25 points (includes technology and diversity)
1 Lesson Plan for Classroom Activity.......................................................10 points (includes leading the class in the activity!)
Participation.................................................................................................5 points
Activities (1 of each of the following): ........................................50 points total (5 points each)

Poetry  Movement/Rhythm  Pantomime  Reader’s Theatre
Improvisation  Puppet  Mask  Sense and Feelings
Playwriting/Dramatic Structure  Story Telling

CLASS ACTIVITIES: Classes will consist of activities to include play readings, dramatic activities, and theatre games. These activities will be relevant to theatrical subject matter and are essential to the student’s growth and development in the art of creative drama. ALL students are expected to participate.

VII. COURSE OUTLINE TBA

VIII. COURSE REQUIREMENTS: Success in this course will be based upon several factors. At minimum, the student is expected to possess a copy of the textbook and complete assignments on time. In addition, the student is expected:
1. To attend class regularly and punctually.
2. To develop a bank of available activities for the classroom.
3. To encourage the free and open exchange of creative ideas by participating actively in all exercises with an open mind.
4. To design and implement in class a lesson plan that includes the elements of technology, diversity, reflection, assessment and collaboration.

ATTENDANCE: You are allowed to miss no more than 1 class with no questions asked. Beyond that your final grade drops one letter grade for each absence. We only have 4 weeks total so absences are highly discouraged!

PLAGIARISM AND ACADEMIC INTEGRITY: This course subscribes to the university policies on plagiarism and academic dishonesty printed in the
student handbook. First offense results in an F for the assignment. Second offense results in removal from the class and an F for the course.

IX. TEACHING STRATEGIES
Class time will be spent in lecture, discussion, cooperative learning groups, in class exercises, and student presentation. Since this is basically a performance class, actively participating in exercises is imperative.

X. REFERENCES AND SUGGESTED ADDITIONAL READING:

Final Creative Project: Your grade depends upon how well you use your imagination and how much effort you put into the final creative activity. Therefore, be as creative as possible and START EARLY! Plan now for your final project and begin work on it as soon as you can. See me for samples of creative projects done by others in this class.

Activities: You may keep your activities in a ring binder, recipe card holder, or notebook. The main point is to have a file of activities that you can add to as you gain more experience, and one that will be available to you immediately for use in the classroom. Here is the information needed for each activity:
1. Age for which the activity is intended (is it intended for individuals or groups, etc.).
2. Purpose or goal of the activity. (Today the learner will....)
3. Preparation necessary for the activity including any supplies needed.
4. How to ‘play’ the activity. (A detailed description, please!)
5. Assessment or assessment criteria of the activity.
6. Variations on the activity. (How could you do things differently to change this activity?)
7. Length of time for the activity.

Sample of the activity ‘cards’:

ANYTHING FABRIC

Game Type: Warm-up  Age Range: 5+  Number of Participants: 5-20  Materials: A piece of fabric, about a yard square, solid color or pattern. Explanation: This game stimulates imagination by encouraging multiple answers for the same question. Objective of the game: this game is to stimulate creative use of everyday fabric as something other than what the fabric would be used.

How to Play: Participants stand in a circle. The leader shows the fabric to the participants, saying “What could this piece of fabric be? We’re going to pass it around the circle and each of you will show us something that it could become.” The leader demonstrates, turning the fabric into something (for suggestions, see list below) and stating what it is. The fabric is passed from person to person, with each participant sharing an idea. If an idea is repeated, such as “a hat”, the leader asks the participant to be more specific (a turban, a bonnet), thereby making the participant come up with their own idea. If the number of participants is small enough, the fabric can travel around the circle twice. A variation on this game is to limit the ideas to a category such as clothing, or things that are the color of the fabric.

Notes/Variations: Here are some possibilities.

- A Superman cape  A Diaper  A Magic carpet  A baby
- A Flag  A Picnic blanket  A Dog’s leash  A Hat
- A Toga (“One of those things they wore in Greece” was the original description)  A Leg cast  A Wig

Game Assessment: observe children for how many ways they can use a single piece of fabric.

Length of activity: Approximately 1 minute per child per piece of fabric

BE SPECIFIC IN THE INFORMATION ON THE CARDS. THEY ARE YOUR BLUEPRINT FOR A SUCCESSFUL LESSON!