

Theatre Studies: Creative Drama I- 326 C

Fall 2009

TD326C: # 25950

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Overview:

This course is designed to expand your knowledge of and experience in the various techniques and skills associated with the practice of creative drama. You will be introduced to three main approaches: activity-based work, literature-based work/story drama, and situation-based work/process drama. Through readings, in-class activities, discussion, lesson planning, micro-teaching, and written reflection, you will have the opportunity to develop a practical understanding of the various skills and techniques needed to use creative drama strategies as an art form and as a teaching tool in a variety of contexts.

Objectives:

This course aims to create an environment in which students should be able to:

- clearly articulate the differences between activity-based, literature-based, and situation-based approaches to creative drama;
- identify and demonstrate the necessary leadership skills needed to effectively facilitate a drama-based session appropriate for a specific age group and setting;
- create a clear, detailed sequence of creative drama strategies (a lesson plan) that others can follow and use;
- confidently process a drama-based session and each of its activities;
- critically evaluate drama-based work;
- explain how creative drama can be used as a teaching tool as well as an independent art form.

A Beginning Definition:

“Creative Drama” is an improvisation, non-exhibitional, process-centered form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences . . .

The creative drama process is dynamic. The leader guides the group to explore, develop, express and communicate ideas, concepts, and feelings through dramatic enactment. In creative drama the group improvises action and dialogue appropriate to the content it is exploring, using elements of drama to give form and meaning to the experience. The primary purpose of creative drama is to foster personality growth and to facilitate learning for the participants . . .

Participation in creative drama has the potential to develop language and communication abilities, problem-solving skills, and creativity; to promote a positive self-concept, social awareness, empathy, a clarification of values and attitudes, and an understand of the art of theatre.

--from Theatre, Children and Youth
by Jed Davis and Mary Jane Evans, p.262

Assignments at a Glance:

Opening Activity	5%
Storytelling	10%
Literature-based Lesson	20%
Situation-based Lesson	20%
Colleague Observations	5%
CD I Course Notebook & Take-home Final	20%
Blackboard Posts	5%
Participation	5%
In-class Reading Responses	10%

Required Texts (available at the Co-op):

- 1) **Improvisation with Favorite Tales** by Ruth Heinig
- 2) **Drama of Color** by Johnny Saldana
- 4) **Action Strategies for Deepening Comprehension** by Jeffrey Wilhelm

Required Course Packet:

Creative Drama: Ideas and Strategies from the Field our course packet is available at Abel's Copies. Abel's is located at 715 W. 23rd St. on the corner of Rio Grande and 23rd. Phone: 472-5353

Additional Supplies Needed:

- 1) Three-ring binder for your CDI Course Notebook which includes: in-class lesson plans/facilitation descriptions, observations, reflections, and other relevant materials from the semester.
- 2) An active email account to receive important course information from your professor and classmates. Please check it regularly. Email accounts are available for free through the University.

Blackboard

All assignments will be posted on our class Blackboard site for you to access at any time. You can find Blackboard at <http://courses.utexas.edu>. We will post additional readings and handouts on this site. Most weeks, students will be expected to respond to questions on our Discussion Board. You MUST consult this site weekly.

Other Resources:

The Children's Book Collection on the 6th floor of the PCL can be extremely useful when planning creative drama lessons. Also check out:

- Texas Essential Knowledge & Skills (TEKS): www.tea.state.tx.us/teks/
- Fine Arts TEKS and related resources: Center for Educator Development in Fine Arts (CEDFA): www.cedfa.org/
- Texas Educational Theatre Association: www.tetatx.com
- American Alliance for Theatre and Education: <http://www.aate.com>
- Educational Theatre Association (EdTA): www.EdTA.org
- Education programs for the Kennedy Center: <http://artsedge.kennedy-center.org/>

Ask if you have questions about what additional resources might be most appropriate for the kind of work you are interested in.

CDI Course Notebook:

Your CDI Course Notebook is designed to be a record of your discoveries and challenges this semester. It is also a way for your instructor to get a better sense of how your learning took place. It should provide evidence of your effort and progress which will then be used in assigning your final course grade. It should be complete, specific and well organized (with a table of contents). It should include:

- Activity-based lesson plan, detailed reflection, and colleague observation
- Copy of story, storytelling map, assignment reflection, and colleague observation
- Literature-based lesson plan, support materials, and detailed reflection
- Situation-based lesson plan, support materials, and detailed reflection
- Take-home final and course reflection (note: this may be turned in after notebook is due)
- Other: all course handouts, lesson plan examples, etc.

Attendance and Participation:

Your attendance and participation is required in this course. You are expected to be in class on time and prepared to actively engage in the day's activities. **That said, you are allowed 3 absences without penalty. Any additional absences will result in the lowering of your grade by one half-letter grade per absence.** Whenever possible, please inform me **PRIOR** to any class you may miss. If you miss class on a day when you are to lead a session or hand in an assignment, without prior arrangements, you will receive a "0" for that assignment. In the event of an absence, please contact a classmate to take notes, record assignments, and pick up handouts for you. Three "tardies" (more than 10 minutes late) will equal one absence. Work that is turned in after the due date will be reduced in points each day it is late. **All work must be typed and stapled unless otherwise specified.**

Special Needs Accommodations:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, please contact the Office of the Dean of Students at 471-6259, or 471-4541 TTY.

Scholastic Dishonesty:

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. According to the *2006-2007 General Information Catalog*, "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act." If you have any questions about what constitutes academic dishonesty, please ASK me. You may also contact the Dean of Students, or find information online at http://deanofstudents.utexas.edu/sjs/scholdis_whatish.php

Assignments, Workload, and Rubric

I will provide more information concerning specific expectations for each assignment before each is due, but here's a quick overview. Although the general shape of the semester will stay as listed here, the specifics may change as I get to know you and your needs and interests. In general, according to Department of Theatre and Dance policy, you can expect to spend an average of 5-6 hours a week on homework, reading, and other out-of-class preparation for this course.

Activity-based Facilitation/Description/Reflection	50 pts.
Storytelling/Reflection	100 pts.
Literature-based facilitation/Lesson Plan/Reflection	200 pts.
Situation-based facilitation/Lesson plan/Reflection	200 pts.
Colleague Observations	50 pts.
CD I Course Notebook & Take-home Final	200 pts.
Blackboard posts	50 pts.
Participation	50 pts.
In-class Reading Responses	100 pts.
TOTAL 1000 pts.	

Total Points / Grade

1000 - 900 = A/A-

899 - 800 = B+/B/B-

799 - 700 = C+/C/C-

699 - 600 = D+/D/D-

- 599 = F

1. **Activity-based Facilitation/Reflection** (50 pts.): Working with a partner, each student will be responsible for co-facilitating a brief dramatic activity (collaborative game, energizer, sensory work, or movement exploration). Each team of students will be required to turn in one activity sheet describing their facilitation. Each student is required to complete and turn in a 1 page reflection (example given) at the assigned time. Points will be assigned based on a team written description, student's facilitation, and student's reflection

2. **Storytelling/Reflection** (100 pts.): Each student will adapt a piece of text to share as part of our storytelling assignment. Students will create a storytelling map and a polished 5-6 minute storytelling "performance." Points will be assigned based on a grading rubric constructed by the class and the student's written reflection on the assignment.

3. **Literature-based Facilitation/ Lesson Plan/Reflection** (200 pts.): Each student will be responsible for creating and teaching a literature-based lesson/story drama which incorporates two dramatic activities to explore a story and/or its themes. Students will have one class session to brainstorm and plan. Students are encouraged to use other classmates and their instructional team as resources during this extra planning session. Points will be assigned based on the written lesson plan, facilitation, and student's reflection.

4. **Situation-based facilitation/ Lesson Plan/Reflection** (200 pts.): Each student will be responsible for creating and teaching a situation-based lesson/process drama which incorporates two dramatic activities to explore a specific dramatic situation or issue. Students will have one class session to brainstorm and plan. Students are encouraged to use other classmates and their professor as resources. Points will be assigned based on the written lesson plan, facilitation, and student's reflection.
5. **Colleague Observations** (50 pts.): Each student will be asked to offer feedback for their colleagues throughout the semester. Observations will use a specific form that is due on specific date during the semester. Copies of the observation form must be given to the student being observed as well as the professor on the agreed upon date.
6. **CDI Course Notebook and Final Reflection** (200 pts.): As mentioned above, the notebook should include all assignments, your take home final and self-assessment (details to follow).
7. **Blackboard Posts** (50 pts.): For 11 out of our 15 weeks, a question will be posted on Blackboard by Thursday at midnight (check syllabus for exact dates). Students must post their response to the question by the following Monday at noon. Each post is worth up to 5 points for a total of 50 pts. (The lowest week's grade will be dropped.) Late posts will lose 1 point per day late unless a prior arrangement has been made with the professor. If computer access/Blackboard is difficult for you please address this issue immediately.
8. **Participation** (50 pts.): Students are expected to be active, supportive, engaged members of each class. Your proactive involvement in your own learning is essential to your success in this class. If you have questions, please ask them as soon as they arise.
9. **In-class Reading Responses** (100 pts.): At various points throughout the semester, students will be asked to offer a written and/or visual response to the assigned reading for the day. **In-class responses will not be announced; please, do your reading.** If you have an excused absence on the day of an in-class reading response you may request an alternate assignment. If your absence is unexcused, you will receive a zero for that response.

Daily Course and Assignment Calendar

Creative Drama I

Fall 2009

Assignments are reminders about upcoming work and Blackboard posts.

READING is always due on the day it is listed.

DUE notates when written work (lesson plans, reflections, etc.) is given to instructor/colleagues.
(Calendar is subject to change at instructor's discretion.)

Week 1: **Course Overview: What is Creative Drama??**

Th 8/27

Review syllabus, Introduce course themes and relevance

Assignment: Log on to Blackboard site & post a response to Discussion Thread #1 by Monday 8/31 at noon.

Week 2: **Unit 1: Activity-based Work**

T 9/1

Introduce dramatic activities: Collaborative games, energizers, sensory work, movement

CD Skills: gathering and giving directions

READ: Packet: (3-22)

TH 9/3

Dramatic activities: narrative pantomime, guided imagery

CD Skills: contextual choices, side-coaching

READ: Packet (23-30)

Heinig (8-13)

Assignment: Post a question on Blackboard by Monday 9/7 at noon.

Week 3: **Activity-based work -- continued**

T 9/8

Dramatic activities: stage picture, image work

CD Skills: Questioning, processing

Groups Assigned

READ: Packet (31-53)

TH 9/10

Dramatic activities: simple improvisation

CD Skills: Scaffolding risk, focusing/re-focusing

READ: Wilhelm (16-30) Saldana (16-22)

Assignment: Post a question on Blackboard by Monday 9/14 at noon.

Prepare Activity-based facilitation with partner for 9/15 or 9/17.

Week 4: **Activity-based work -- continued**

T 9/15

Opening activity: Group 1, 2 plus lesson plans (Group 3 and 4 observe)

Dramatic activities: hot seating/interviews

CD Skills: introduce mantle of the expert

TH 9/17

Activity-based work – putting in together

Opening activity: Group 3 and 4 plus lesson plans (1 and 2 observe)

Dramatic activities: Sequencing an activity-based lesson

CD Skills: Lesson planning (topic, focus, sequencing, goals, objectives)

READ: Packet (121-128)

Assignment: Select and bring text for storytelling adaptation to 9/22 class.

Prepare Activity-based Reflection and Observation for 9/22

Week 5:

T 9/22

Storytelling mini-unit

Storytelling skills, story mapping

READ: Packet (75-84)

DUE: Activity-based Reflection and Observation

Text for storytelling adaptation

Assignment: Complete story maps and rehearse stories

TH 9/24

Guest/In-class rehearsal/workshop on stories

Assignment: Rehearse storytelling performance

Post a response on Blackboard by Monday 9/28 at noon.

DUE: Story maps and rehearse stories

Week 6:

T 9/29

Storytelling -- continued

Share Stories in class

TH 10/1

Share Stories in class

Assignment: Post a response on Blackboard by Monday 10/5 at noon.

Week 7:

T 10/6

Unit 2: Literature-based Work

Traditional story dramatization

CD Skills: Sharing, planning, playing, evaluating, replaying

READ: Packet (85-86)

Saldana (1-16)

DUE: Storytelling reflections and observations

TH 10/8

Segmented dramatization

CD Skills: Management, spatial organization, giving directions, processing

READ: Packet (87-100, 129-130)

Heinig (13-20)

Assignment: Post a response on Blackboard by Monday 10/12 at noon.

Approaching Literature-based Work due on Thursday.

Week 8:

T 10/13

Literature-based unit -- continued

Improvisation/exploration with dramatic fiction (Guest TBA)

CD Skills: artifacts, sharing, engaging, and assessing what the group knows/wonders about

READ: Saldana (choose one story & lesson)

Heinig (choose one tale & related lessons)

Packet (101-104)

(131-142 – SAMPLE LESSONS)

TH 10/15

Cooperative lesson planning

DUE: Two copies of Approaching Literature-based Work

BRING: Literature being used in lesson

Assignment: Post a response on Blackboard by Monday 10/19 at noon.

Week 9:

T 10/20

Literature-based unit -- continued

Student-led literature-based micro-teach

CD Skills: structuring for engagement, transitions

DUE: lesson plans due for facilitators

- TH 10/22 **Student-led literature-based micro-teach**
Assignment: Post a response on Blackboard by Monday 10/26 at noon.
DUE: lesson plans for facilitators
**Literature-based lesson reflections due on Tuesday.
- Week 10: Literature-based unit -- continued**
T 10/27 Literature-based unit – final reflection
DUE: ALL Literature-based lesson reflections
- TH 10/29 **UNIT 3: SITUATION-BASED WORK**
Introduction to situation-based dramatic encounters
CD Skills: “en-roling,” “de-roling,” teacher-in-role, defining “the mess”
READ: Packet (57-73, 107-112)
 Wilhelm (59-80)
Assignment: Post a response on Blackboard by Monday 11/2 at noon.
- Week 11: Situation-based unit -- continued**
T 11/3 Guest Facilitator
CD Skills: Using artifacts, managing multiple points of view, writing-in-role
READ: Wilhelm (32-58)
- TH 11/5 Meetings/gatherings: establishing clear context/frame, endowing expertise, processing
CD Skills: mantle of the expert
READ: Wilhelm (97-114, 167-186)
Assignment: Post a response on Blackboard by Monday 11/9 at noon.
- Week 12: Situation-based unit -- continued**
T 11/10 Putting it together: structuring a sequence of dramatic encounters
CD Skills: transitions, temporal shifts
READ: Packet (113-120)
 (143-149 SAMPLE LESSONS)
Assignment: Complete situation-based dramatic encounter worksheet
- TH 11/12 In-class planning for micro-teach
DUE: Situation-based dramatic encounter worksheet posted on Blackboard
Post a response on Blackboard by Monday, 11/16 at noon
- Week 13: Situation-based unit -- continued**
T 11/17 **Student-led situation-based micro-teach**
DUE: Lesson plans and planning sheets for facilitators
- TH 11/19 **Student-led situation-based micro-teach**
HEADS UP: CD I Notebooks are due very soon!
DUE: Lesson plans and planning sheets for facilitators
Post a response on Blackboard by Monday, 11/23 at noon
- Week 14: Situation-based unit -- continued**
T 11/24 Reflection on situation-based micro-teach
Review CD I Notebook Assignment/Take home final
DUE: All Situation-based lesson reflections

TH 11/6 THANKSGIVING

Week 15: Creative Drama in other contexts

T 12/1 Applying creative drama techniques in different contexts

Assignment: CD I Notebooks and Take-home Final due

TH 12/3 Course assessments and Celebration

**CD I Notebooks, Take-home Final and Final Grade are available for
pick-up on Saturday, December 5th**