

Revised April 2008

**Ashland University**  
**Dwight Schar College of Education**  
**Department of Curriculum and Instruction**  
**Course Syllabus**

**Graduate: Undergrad: X**  
**Credit Hours: 2**  
**Field/Clinical Hours: 20**

**Course Number:** EDCI 220 TH

**Course Title for the Catalog:** Teaching Drama/Theatre Grades Pre-kindergarten through Six

**Catalog Description:**

A course which will lay down the foundation of the four goals of Arts Education in Ohio as they pertain specifically to teaching Drama/Theatre. Students will participate in lesson development, peer teaching experiences, materials development and production experiences appropriate to pre-kindergarten through six grade children. The students will also learn and use creative dramatics as a tool for teaching other lessons. Required of all undergraduate Theatre Education majors, but open to Early Childhood/Elementary Education majors. This course should be taken just before or concurrently with EDCI 230.

**The prerequisite(s) for the course is(are):**

EDFN 130; concurrent with EDCI 230 PK

**The enrollment restriction(s) for this course is(are):**

15-17 students

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The teacher education student will have knowledge of:

1. The four goals of Arts education in Ohio and the specific applications to theatrical training.
2. The characteristics (cognitive and affective development) of early childhood and middle school learners, including exceptional learners.
3. The importance of creative dramatics in developing the skills of good communication and problem solving, as well as fostering creativity, empathy and social awareness.
4. The multiple intelligences and brain learning as they relate to creative dramatics.
5. Variety of resources, methods and models of using theatre as a teaching tool available to teachers in an early childhood and middle school classroom.
6. The variety of age appropriate dramatic literature that can be used in the classroom.
7. Appropriate structure and content of theatre/drama lesson plans and rubrics.
8. Current topics in theatre education.
9. The universality of theatrical activity in all cultures and the ability of early childhood and middle school learners to apply this to themselves.

**SKILLS:**

The teacher education student will have the skills to:

1. Demonstrate effective techniques for using creative dramatics for children in various stages of development and having various learning modalities and exceptionalities.
2. Create, implement, and evaluate activities and lessons using creative dramatics to teach some performance and production skills to early childhood and middle school children.
3. Demonstrate the ability to write competent creative dramatics lesson plans and rubrics.
4. Develop a portfolio of effective creative dramatic units, lesson plans, rubrics, and activities and the circumstances in which they can be applied.
5. Develop a file of age-appropriate scripts that can be used with early childhood and middle school children.
6. Constructively self-evaluate and critique one's units, lesson plans, rubrics, presentations and peer lesson presentations.
7. Evaluate and critique current topics in theatre education.

**DISPOSITIONS:**

The teacher education student will:

1. Value his/her own theatrical prowess.
2. Value the inherent theatrical potential of each student in the early childhood and middle school classroom.
3. Display enthusiasm for teaching theatre/drama and using creative dramatics.
4. Value theatrical, role-playing, and creativity concepts as tools for integrating other education goals.
5. Realize the importance of educating the administration and the community about the importance of Arts Education and creative dramatics for all children.

**Suggested Texts:**

Ohio Department of Education. (1996). Comprehensive arts education: Ohio's model competency based program. Columbus, OH: State Board of Education.

Cottrell, J. (1984). Teaching with creative dramatics. Lincolnwood, IL: National Textbook Company.

Kelner, L. B. (1993). The creative classroom: A guide for using creative drama in the classroom, PreK-6. Portsmouth, NH: Heinemann.

**Suggested Instructional Strategies:**

Instruction in which individual student's creative play and theatrical skills are employed, both solo and ensemble, while they are learning application of those skills for classroom use. This includes lecture, constructivist activities, observation, peer-teaching, field teaching, reflection, video-taping, self-evaluation, journaling, portfolio construction and review.

**Descriptions of field/clinical experiences:**

Ashland's Community Art's Center and Akron's Miller South Middle School, as well as selected one-day sites in Cleveland and Columbus are possible observation/ implementation sites. Students will observe, taking note of theatrical lessons and activities used there. Students

will teach lessons and activities successfully implemented in prior peer-teaching experiences and/or help with an actual theatrical production.

Having gained a vocabulary of theatricality and creative dramatics, students will link appropriate activities with specific stages of development. They will then apply this understanding to the creation and implementation of peer-teaching lessons and activities that in turn will be used for the field teaching lessons and activities. For those peer and field teaching experiences, the students will engage in self-evaluation and will receive feedback from peers, instructor, cooperating teacher, and supervisor.

### **Evaluation of Students:**

Completion and progress in the development of lessons, units, and presentations as noted in daily class by the course instructor and the final unit/portfolio review conducted by the theatre department faculty.

### **Faculty who frequently teach the course:**

Kimberly Cadley-Mach  
Susan S.B. Brown

### **Licensure programs in which course is required:**

Theatre Education PK-12

### **If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectation:**

This course could be open to graduate students. They would enroll for an additional hour of credit and they would be required to complete extra work, including a research paper concerning use of theatre education in the classroom or alternatively, they might direct a middle grades or high school production and document it. Additionally, they would be asked to observe the use of drama/theatre in various classroom venues and comment upon the effectiveness of that use with suggestions for improvement.

### **Bibliography:**

Dayton, T. Ph.D. (1990). Drama games: Techniques for self-development. Deerfield Beach, FL: Health Communications.

Grote, D. (1997). Play directing in the school: A drama director's survival guide. Colorado Springs, CO: Meriwether Publishing.

Heinig, R. B. (1993). Creative drama for the classroom teacher. Englewood Cliffs, NJ: Prentice Hall.

Kelner, L. B. (1993). The creative classroom: A guide for using creative drama in the classroom, PreK-6. Portsmouth, NH: Heinemann.

Norris, J., McCammon, L. A., & Miller, C. S. (Eds.). Learning to teach drama: A case narrative approach.

Spolin, V. (1986). Theatre games for the classroom: A teacher's handbook. Evanston, IL: Northwestern University Press.

A variety of age-appropriate literature suitable for developing creative dramatics activities.