

THEATRE STUDIES IN CREATIVE DRAMA
University of Central Florida

Fall 2007
MF 12:00-1:15PM

THE 2050
Room: T537

Instructor: Nicholas Bazo

Office Hours: GTA Office, University Tech Center
Wednesdays 3:00-5:00 and by appointment

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Course Description:

Explores techniques and theories for facilitating improvisational drama with youth, as both an art form and a teaching tool.

Course Objectives:

To increase creative drama techniques as a leader, facilitator, and artist

To develop lesson plans relative to field of study

To gain confidence as a participant in creative drama and improvisational activities

Class Requirements:

The format of this class includes participation, reflection, observation, interaction, and improvisation. You will be required to produce high quality written work and group work.

The format of this class includes interactive improvisational workshop experiences, participation, leading/facilitation, discussions, reflections, and observations. This course requires high quality written work, reading, evaluation of your own and other's work, group work, discussions and presentations, group meetings as needed with the instructor outside of class, as well as meetings and planning with peers outside of allotted class time.

Required Text:

Saldana, Johnny. Drama of Color: Improvisation with Multiethnic Folklore. Portsmouth, NH: Heinemann, 1995.

ISBN: 0-435-08667-7

Spolin, Viola. Theater Games for the Classroom: A Teacher's Handbook. Evanston, IL: Northwestern U Press, 1986.

ISBN: 0-810-14004-7

Suggested Text:

Grady, Sharon. Drama and Diversity: A Pluralistic Perspective for Educational Drama. Portsmouth, NH: Heinemann, 2000.

ISBN: 0-325-00262-2

Lazurus, Joan. Signs of Change: New Directions in Secondary Theatre Education. Portsmouth, NH: Heinemann, 2004.

ISBN: 0-325-00490-0

Needlands, Jonothan and Tony Goode. Structuring Drama Work: A handbook of available forms in theatre and drama. Cambridge, UK: Cambridge U Press, 2005.
ISBN: 0-521-78729-7

Required Copying:

Most of our assignments require you to make copies not only for me but also for the entire class. This will help everyone in the class gain resources for the future when working and conducting dramatic activities with young audiences. Points will be taken away from your grade when copies are not given to the group. Please let me know as soon as possible if this is a problem.

Attendance:

Attendance is mandatory. I understand that illness and crises may occur, therefore, you are allowed **two excused** absences over the course of the semester. If at all possible, please let me know at least 24 hours in advance of an absence. After two absences, each additional absence will lower your final grade by **five** grade points. Leaving class early or arriving late two times is the equivalent of one absence. You will be responsible for any missed work. If you are absent on a day when you are to present, you will receive a zero for that project. This policy is not flexible.

Participation:

This class has a mandatory participation policy. This means more than just coming to class. You are to be involved in class discussions, speaking and listening to those around you, and most of all being respectful of each other and the work that you are each bringing to class. Participation also means working in groups and committing 100% to the dramatic activities in class, no matter who is leading. We will be doing some movement and work on our feet in class, so please wear appropriate clothing that is comfortable and allows you to move up, down, and around with ease.

Do You Have Any Particular Needs?

Please let me know if you have any reservations about what will be involved in this class.

Disclaimer

Additional reading material may be assigned.

This syllabus is subject to change at the discretion of the instructor.

This class may include material that expresses adult or controversial themes as well as strong language. If this presents a problem for you, please see the instructor immediately to access your chances for success in the course.

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.

It is the policy of the University to reasonably accommodate absences due to observed religious holidays. However, the student will be held responsible for any material covered during the absence and must inform the instructor during the first week of the semester of the holiday. You may use one religious holiday on top of the two excused absences already allotted.

Since theatre requires the use of mind, voice, and body, there might be situations that will require a certain amount of physical contact between you and the instructor and you and other students. If this presents a problem for you, please see the instructor immediately to assess your chances for success in the course.

Please note:

Theatre is fundamentally an exploration of the human condition. This course, of necessity, WILL include and invoke a wide range of human behaviors; some of which may touch upon language and subject matter that some might find offensive. Should anything we cover be outside your comfort range speak to me immediately to ascertain your chances for success in this course.

Assignments

For this class, you are asked to create high quality written work and communicate in a professional manner. All of your writing assignments are to be typed in a word processor using 12 point font, double spaced, and formatted according to the latest addition of the MLA handbook. Please proofread your assignments before turning them in. When your paperwork is more than one page, please use a stapler. Please 3-hole punch all of your work, which means leaving a one-inch border around all written work. Your assignments should be as professional as possible, as others will be referring back to them in the future. If you are using a source for your work, please cite accordingly. Give credit where credit is due. Severe consequences come with plagiarism. The university has a very strict policy about this serious infraction.

Each assignment carries a designated point value:

Autobiography and Goals Paper	5	_____
Facilitation of Warm-up	5	_____
Written Description of 6 Warm-ups	5	_____
Facilitation of Drama Structure	5	_____
Facilitation of Drama Across the Curriculum	10	_____
Reflection of Drama Across the Curriculum	10	_____
Facilitation of Final Drama Session	10	_____
Written Lesson Plan of Final Drama Session	10	_____
Reflection of Final Drama Session	10	_____
Semester Self-Reflection	10	_____
In-class participation (Includes all meetings)	10	_____
Resource Notebook	_____10	_____
Total	100	_____

Point breakdown: A: 90-100, B: 80-89.5, C: 70-79.5, D: 60-69.5, F: <59.5

NOTE:

This syllabus is subject to change at my discretion.

Description of Assignments

Autobiography/Individual Goals Paper:

It is my hope to get to know you in this class and to create an environment that can be meaningful to everyone in the group. Because of this, you are asked to create a typed, double-spaced paper telling me about yourself, why you have decided to take this class, and what you hope to get out of it and should be one to two pages in length. You should also include in this paper three specific goals for yourself in this course and a preliminary plan of how to accomplish these. These goals do not mean getting a good grade, which I am sure is a concern, but should go beyond that and move into what you hope to learn and be personal in nature relative to your field of study. You will refer back to these at the end of semester when you create your final evaluation.

Warm-ups:

You will each lead the class through a warm-up activity lasting 5 minutes. Your warm-up can be anything from a song to a children's game, a theatre game to a dance or physical movement. This is meant to start you leading the class with something that is very comfortable to you and that you are knowledgeable about. You will also hand in a typed description of the warm-up that you lead in class plus five additional warm-ups. Please include how others might use this activity in either curriculum or the rehearsal process and the source of the activity.

Bring copies for the entire class on the day that you facilitate.

Suggested Format:

Name of the Activity

Recommended Ages/grades

Number of Participants

Source

Detailed Description/ Instructions for the Activity

How Others may use this Activity in a variety of Circumstances

Drama Structure:

Each student will lead the class through an eight to ten-minute activity using one of the structures from your readings.

Drama Across the Curriculum:

In a group, you will develop a creative drama lesson based around the drama across the curriculum principles. Your group will then lead the class through a 15-minute activity to teach a concept from a specific content area, such as Math, Science, Social Studies, or English. You will write a detailed description of the activity and provide copies on the day you facilitate for the entire class. This is meant in the hope that others may refer back to your activity and replicate it with ease.

Reflection of Drama Across the Curriculum:

Each student will write a reflection on their individual work based on the handout giving you specific guidelines, which you will receive in class. This is due the class following your presentation.

Facilitation of a creative drama session:

Based on your interests, whether that is elementary, middle, or high school curriculum, health care services, recreational, etc., think about an issue, story, skill, or concept that you believe would be an appropriate learning opportunity. You should check online for guidelines for these teachers or leaders to find an area of content that you would like to bring to the class. In a group you will create a 40-minute lesson using creative drama and the skills that you have learned throughout the class. You will also be required to incorporate three of the multiple intelligences throughout the various sections of your lesson.

You will include the following:

Title, targeted age and grade level, content area/situation, FL standards, purpose, warm-up activity, process, assessment and closure, contingencies, related activities (not limited to dramatic activity), and a rationale for how the lesson caters to the multiple intelligences.

Be sure that your instructions, sequence and purpose are clear-- you are creating a resource that will hopefully be used by other facilitators.

In a group you will lead the class through your lesson plan. If you choose to use a story, please limit the “reading time” to three minutes or less for this section of your session. Part of your evaluation will include your ability to motivate and engage your participants, work together as co-facilitators as well as your ability to make a strong use of the allotted time.

NOTE: Schedule a meeting with me AT LEAST 3 days prior to your presentation to go over your plan. You are responsible for making an appointment and coming with a typed, preliminary lesson plan, as well as specific questions for us to discuss.

Self-Reflection of Final Drama Lesson:

Each student will write about their work and experience for this final lesson. This is to be turned in to me the class following your final creative drama lesson. Guidelines will be given to you in class.

Final Self-Reflection:

This final paper will include commenting on your progress in the class, which will require you to look back at your biography and goals paper and all of your assignments over the course of the semester. You will also be given specific guidelines in class for this final reflection.

Resource Notebook:

Using a three ring binder, each student will prepare a notebook throughout the semester. This notebook will become a treasure chest of ideas and lesson plans. It should be organized and user friendly. Contents should include but is not limited to the following:

- Theatre games/warm ups
- Standards
- Lesson Plans (by age or content)
- Graded Materials
- Reflections
- Researched material
- Class Notes
- Handouts and other resources

Proposed Class Schedule
(Subject to change based on needs of the class)

Date	Topic	Assignment Due
Monday, Aug 20	<ul style="list-style-type: none"> • Introductions • Syllabus • Warm-ups • Introduce Auto-biography assignment • Assign Reading From Handouts 	
Friday, Aug 24	<ul style="list-style-type: none"> • More Warm-up Demonstrations • Introduction to Creative Drama Discussion • Introduce 2 Object assignment • Sign-up for warm-ups 	Reading Due (Hand-Out)
Monday, Aug 27	<ul style="list-style-type: none"> • 2 Object assignment 	Bring in 2 Objects that are meaningful to you
Friday, Aug 31	<ul style="list-style-type: none"> • Example of Creative Drama Lesson 	Autobiographies Due
Monday, Sept 3	<ul style="list-style-type: none"> • NO CLASS: LABOR DAY: SCHOOL HOLIDAY 	
Friday, Sept 7	<ul style="list-style-type: none"> • Student led warm-ups 	Bring written copies of 6 warm-ups for entire class
Monday, Sept 10	<ul style="list-style-type: none"> • Student led warm-ups 	Bring written copies of 6 warm-ups for entire class
Friday, Sept 14	<ul style="list-style-type: none"> • Introduction to multiple intelligences • Assign Reading of <u>Structuring Drama Work</u> 	
Monday, Sept 17	<ul style="list-style-type: none"> • Introduction to structures 	Reading Due, <u>Structuring Drama Work</u> (TBD)
Friday, Sept 21	<ul style="list-style-type: none"> • Student led facilitation of structures • 	Structures
Monday, Sept 24	<ul style="list-style-type: none"> • Student led facilitation of structures • Assign Children Literature Activity 	Structures
Friday, Sept 28	<ul style="list-style-type: none"> • NO CLASS 	

Monday, Oct 1	<ul style="list-style-type: none"> • Children’s Literature • Assign Reading <u>Drama of Color</u> 	Bring in your three favorite children’s books
Friday, Oct 5	Story Drama Example	Reading Due <u>Drama of Color</u> (Chp 1 and two story dramas of your choice)
Monday, Oct 8	<ul style="list-style-type: none"> • Drama Across the Curriculum Example • Sign Up for Across Curriculum Presentations 	
Friday, Oct 12	<ul style="list-style-type: none"> • Outlining a Lesson • Assign Lookup Florida State Sunshine Standards 	
Monday, Oct 15	<ul style="list-style-type: none"> • Florida Sunshine Standards • Assessment • Reflection • Assign Reading <u>Drama and Diversity</u> 	Bring in At least one print out of Sunshine State Standards
Friday, Oct 19	<ul style="list-style-type: none"> • Example of Process Centered Drama and Diversity 	Reading Due <u>Drama and Diversity</u> (Handouts)
Monday, Oct 22	<ul style="list-style-type: none"> • Across the Curriculum Presentations • Come prepared to facilitate your activity 	Bring Copies of activity for the class
Friday, Oct 26	<ul style="list-style-type: none"> • Across the Curriculum Presentations • Come prepared to facilitate your activity 	Bring Copies of activity for the class, Across Curriculum Reflection Due From Oct 22
Monday, Oct 29	<ul style="list-style-type: none"> • Introduction Devising Through Improvisation 	Across Curriculum Reflection Due From Oct 26
Friday, Nov 2	<ul style="list-style-type: none"> • Continue Devising Through Improvisation • Assign ideas for final presentation • Sign up for Final Facilitation 	
Monday, Nov 5	<ul style="list-style-type: none"> • Work Day in Class for Final Presentation • Assign Reading <u>Signs of Change</u> (Hand Out) 	Bring ideas for creative drama session
Friday, Nov 9	<ul style="list-style-type: none"> • NO CLASS: VETERAN’S DAY: SCHOOL HOLIDAY 	

Monday, Nov 12	<ul style="list-style-type: none"> • Discussion- Converging the worlds of process-centered drama and product-centered theatre 	Reading Due: <u>Signs of Change</u> (Hand Out)
Friday, Nov 16	<ul style="list-style-type: none"> • Group Work Day for Final Presentation 	
Monday, Nov 19	<ul style="list-style-type: none"> • Final Facilitation of Drama Session 	Bring handout for the class
Friday, Nov 23	<ul style="list-style-type: none"> • NO CLASS: THANKSGIVING 	
Monday, Nov 26	<ul style="list-style-type: none"> • Final Facilitation of Drama Session 	Bring handout for the class Self-reflection due from Mon, Nov 19
Friday, Nov 30	<ul style="list-style-type: none"> • Final Facilitation of Drama Session 	Bring handout for the class Self-reflection due from Mon, Nov 26
Monday, Dec 3	<ul style="list-style-type: none"> • Final Facilitation of Drama Session 	Bring handout for the class Self-reflection due from Fri, Nov 30
Wednesday, Dec 5	<ul style="list-style-type: none"> • FINAL PERIOD • DUE: Notebooks, Self-reflection of Final Creative Drama Facilitation (DEC, 3 Group), Semester Final Self-reflection 	BRING FINAL ASSIGNMENTS, TURN EVERYTHING IN