

Catalogue Description History and aesthetics of children's drama: includes storytelling, improvisational theatre, production techniques, touring theatre, and puppetry. Appropriate for students in education, leisure services, and theatre.

Course Description This course will focus on the history, philosophy and literature of children's theatre.

Required Texts: CWU Coursepack: Intro to Children's Drama Th 207
Harris, Aurand, *The Arkansas Bear*, Louisville: Anchorage Press Plays
Kornhauser, Barry, *This is Not a Pipe Dream*, Anchorage Press Plays, 1988
Zeder, Suzanne, *Doors*, Louisville: Anchorage Press Plays, 1982

Course Objectives:

- Students will display basic knowledge of history of youth theatre in the US
- Students will compare and contrast styles of youth theatre from different periods of history
- Students will understand theatre as a process of child development
- Students will understand and articulate the role of theatre in school curriculum and the philosophical foundations for theatre education
- Students will assess qualities needed by actors, directors and designers in the practice of youth theatre
- Students will consider first amendment issues and the role of the first amendment in theatre education
- Students will critically comment on the strengths and weakness of their own work as well as the work of their peers.

Assessments:

- Midterm exam, discussions and oral reports
 - Reflection paper
 - Final exam
 - Performance project & assessment
- Oral discussions of projects in seminar format, enabling critical thought and discussion, allowing students to defend and support varying styles and choices.

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

Course Requirements

Class attendance and participation is the key to your success in this course. Theater is a participatory, collaborative, and interpretive medium, so be prepared to contribute to class discussion & activities. (See attendance policy for specific details regarding class attendance.)

Come to class prepared with completed assignments/readings, proper course materials, prepared performances when required and insightful questions, comments, and discussion for the assigned readings and topics.

Be respectful of others' opinions, thoughts, and experiences as shared through class discussions and assignments.

Assignments and grade weight

Over the course of the semester, students will be required to complete a number of different individual and group projects

Oral report on children's theatre	20 points
Performance Project: Big Bad Books	20 points
Reflection/research paper on the censorship issue in children's theatre	20 points
Midterm and final exam	40 points
Students will receive points for attendance and participation in daily assignments	100 points
Students may receive extra credit for attending a children's theatre performance in Seattle. Details TBA	

Grading Scale

180-200 = A Superior 160-179 = B Above Average 140-159 = C Average 120-139 = D Below Average
Less than 120 = F Unacceptable

Attendance Policy:

You must attend and participate in all class meetings.

You are allowed ONE unexcused absence, but it may only be taken on days when there are no collaborative performance projects due. (Additional unexcused absences will result in a 5% drop in your grade. An unexcused absence on the day of a collaborative performance project will result in a 10% grade drop, no exceptions, whether there have been any other absences or not).

If you are LATE, you will be counted absent. (If you have class immediately prior to this course, please inform the instructor immediately.)

If you have an excused absence due to illness, emergency, or required CWU business, please notify the instructor AND ANY OR ALL PROJECT PARTNERS/CLASSMATES prior to the day to be missed.

When you are absent, it is YOUR responsibility to get information covered during your absence from another student.

Late assignments will be accepted (and/or tests made up) *only* in case of emergency or if you made prior arrangements with the instructor AND with project partners/classmates.

TH 207 Introduction to Child Drama is a CORE REQUIREMENT for Teaching Secondary or Grades k-12 Theatre Arts Majors

Competencies & Artifacts:

WA-COMP.DR.K7.1 Understands theatre as a learning process of child development. - FINAL EXAM

WA-COMP.DIR.K8.3 Understands the roles of theatre in the school curriculum, including the philosophical and social foundation for theatre education – FINAL EXAM

WA-COMP.DR.S8.2 Considers first amendment issues to decision making in theatre education-PERFORMANCE PROJECT & ASSESSMENT

WA-COMP.DR.S8.3 Articulates logical rationale for the role of theatre in school curriculum, including philosophical and social foundations for theatre education – FINAL EXAM

Theatre Arts Mission Statements

University Mission;

"Docendo Discimus" (By Teaching We Learn)

Department Mission;

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning; in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community

Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers;

- Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning environment can improve the learner's ability to state her case, can widen perspective, and can motivate learning.
- Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.