

**Catalogue Description** Theory and practice of dramatic improvisation as a stimulus for learning and creative recreation. Focus on exploratory drama for language acquisition and social interaction.

**Course Description** This performance-based course will focus on techniques of creative dramatics and the integration of drama with other subjects in the classroom, with focus on how these techniques can be used for different age groups and special populations.

**Required Texts:** **McCaslin, Nellie, Creative Drama in the Classroom and Beyond, Boston: Pearson and AB, 2005.**  
**Coursepack for creative Dramatics, published by CWU**

**Course Objectives:**

- Students will learn creative dramatic techniques including movement, improvisation, voice and choral poetry, storytelling and creating original plays and performances from poetry and stories
- Students will use different theatre techniques pertaining to target audiences and age groups
- Students will identify and apply processes and tools within story making, improvisation and movement forms
- Students will integrate other art forms with theatre arts
- Students will integrate theatre with other subject areas
- Students will understand theatre arts as it applies to special needs student populations
- Students will understand the relationship of first amendment to theatre education and consider first amendment issues to decision making in theatre education
- Students will understand the connection of theatre to other subject areas
- Students will critically comment on the strengths and weakness of their own work as well as the work of their peers, developing assessments for creative dramatics.

**Assessments:**

- Performance projects
- In-class exercises and performance projects
- Lesson plan and final project
- In class exercises, study guide and performance projects
- In class exercises, study guide and performance projects

Lesson Plans, Study Guide and performance projects

Peer review

**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		
Choral Poetry project with movement		40 points
First Amendment Project	(6-7) (12-14)	30 points
Story/Sound project	(4-5)	40 points
Mask/Movement project	(7-9)	40 points
Dramatization – Big Bad Books		100 points
Study Guide		40 points
Attendance		100 points

**Grading Scale**

360 - 400 = A Superior      320 - 359 = B Above Average      280 - 319 = C Average      240 - 279 = D Below Average  
 Less than 240 = 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 312 Creative Dramatics is a CORE REQUIREMENT for Teaching Secondary or Grades K-12 Theatre Arts Majors**

**Exercises for Children’s Theatre Study Guide and/or Lesson Plan for Integrative Project  
 WA-COMP.DR.S1.1, WA-COMP.DR.K1.2, WA-COMP.DR.K6.1, WA-COMP.DR.S6.1**

**First Amendment or other Performance Project  
 WA-COMP.DR.K6.2, WA-COMP.DR.K6.3, WA-COMP.DR.S6.2, WA-COMP.DR.S6.3**

**Theatre Arts Mission Statements**

*University Mission;*

“Docendo Discimus” (By Teaching We Learn)

*Department Mission;*

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

*Center for Teaching and Learning Theme; “facilitators of learning in a diverse world”*

**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.