

**Catalogue Description** Elements of creating and producing the theatre event for the child audience. Play production for children from improvisation techniques as well as historical and literary sources.

**Course Description** In this studio class students will practice creating plays for children using literary and historical sources. They will come to understand the generation of children's plays by practicing the creation, refining and rehearsal of original scripts, taking into account the needs of different age groups, the limitations of a specific performing company and the needs of specific populations.

**Required Texts:** CWU Coursepack: Children's Theatre, TH 313

**Suggested texts:**

Sword, Elizabeth (editor), *A Child's Anthology of Poetry*, New York: Harper Collins, 1995.  
 Ragan, Kathleen, *Fearless Girls, Wise Women and Beloved Sisters*, New York: WW Norton & Co., 1998

**Course Objectives:**

- Students will apply the collaborative process through theatre work
- Students will understand the process of generating dramatic literature
- Students will identify and apply elements, processes and tools within playwriting
- Students will create new works through the playwriting process
- Students will create new works for different age groups and diverse populations
- Students will critically comment on the strengths and weakness of their own work as well as the work of their peers.

**Assessments:**

- Class projects and final projects
- Final exam
- In-class exercises and script project
- In class exercises and script projects
- In class exercises and script projects

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 |            |
| Adaptation Worksheet   | 10 points  |
| Play writing project 1   |            |
| Outline & Style Considerations   | 5 points   |
| Place/Time research  | 10 points  |
| Scene writing  | 50 points  |
| Copyright sheet  | 15 points  |
| Public reading   | 5 points   |
| Final Exam   | 5 points   |
| Students will receive points for attendance and participation  | 100 points |

## Grading Scale

180 - 200 = A Superior      160 - 179 = B Above Average      140 - 159 = C Average      120 - 139 = D Below Average  
Less than 119 = F Unacceptable

## Attendance Policy:

You must attend and participate in all class meetings.

You are allowed TWO unexcused absences, but they may only be taken on days when there are no collaborative writing or 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 313 Children's Theatre is a CORE REQUIREMENT for Teaching Secondary or Grades k-12 Theatre Arts Majors

### Core requirements:

#### S1.5: Identifies and applies elements and processes within playwriting

Artifact: Final script, final exam

#### K5.2: Understands the generation of dramatic literature

Artifact: Final scripts

#### S5.2: Creates new works through the playwriting process

Artifact: Final scripts

#### S6.1: Applies the collaborative process in theatre work

Artifact: Final script readings

#### K8.1: Understands the use and misuse of pre-existing works

Artifact: Copyright sheet

#### S8.1: Applies appropriate knowledge of approbation and plagiarism in theatre work

Artifact: Copyright sheet

## 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

*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.

**Tentative Schedule - (subject to change at discretion of instructor)**

Weds, January 3 – Course policies and requirements, introductions  
Homework: Cinderella

Thurs, Jan 4 – Lecture: Adapting literature for children  
Review of age group requirements  
Homework: Chorpenning Cinderella

Monday, Jan 8 - Chorpenning and discussion  
Homework: Cinderella Confidential

Weds, Jan 10 – Cinderella Confidential  
Homework: Final Dress Rehearsal

Thurs, Jan 11 – Final dress and discussion  
Homework: Copyright worksheet  
Play proposals  
Story search

Mon, Jan 15 – NO SCHOOL – MLK DAY

Weds, Jan 17 – Play proposal discussion  
Homework: choose story for adaptation

Thurs, Jan 18 – Story discussion, defense  
Homework: Place/ Time research

Monday Jan 22 – Story sharing place/time research

Wednesday, Jan 24 – Story outline, stylistic considerations

Thursday, Jan 25 – Story outline, characters and action

Monday, Jan 29 – Discussion, outline play  
Homework: draft scenes

Weds, Jan 31 – Discussion, outline play  
Homework: draft scenes

Thurs, Feb 2 - Discussion, outline play  
Homework: draft scenes

Mon, Feb 5 – Discussion, outline play  
Homework: draft scenes

Weds, Feb 7 – NO CLASS  
Homework: draft scenes

Thurs, Feb 8 – NO CLASS  
Homework: draft scenes

Monday, February 12 – Scene readings and analysis  
Homework: rewrites

Weds, February 14 – Scene readings and analysis  
Homework: rewrites

Thursday, Feb 15 – FINAL REWRITES DUE-online and in hard copy

WEEK OF Feb 19 – NO CLASS – PRESIDENT’S DAY/ACTF

Monday, Feb 26 – Read and refine script

Weds, Feb 28 – Rehearsal and refining

Thurs, March 1 – Rehearsal and refining

Monday, March 5 – Rehearsal and refining

Wednesday, March 7 – Rehearsal and refining

Thursday, March 8 - TBA, public reading?

Tuesday, March 13 – 11:00am, FINAL EXAM due