

Education Through Dramatization
THDA 721
Fall 2008
M W 9:10–11 am / Lab: M W 3:10-5pm
PCAC M 118

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Office Hours: T R 8:30-9:30 am; T 2-3pm; W 11-12 pm
or by appointment

COURSE DESCRIPTION: This course explores the interdisciplinary nature of drama techniques and how they may be infused into all teaching disciplines. Subjects addressed are: English, History / Social Studies, the Arts and Science or Math. Students experience in-depth practice in integrating the arts into theatre as well as non-arts classes. Intensive lesson plan writing is expected. This course is meant to provide source material for the student teaching internship experience. Appropriate for both elementary and secondary education.

COURSE GOALS:

1. To build practical understanding of interdisciplinary teaching in the K-12 environment.
2. To develop a personal philosophy of the role of drama in education.
3. To formulate and compile effective teaching strategies and materials appropriate to student developmental level, cultural background, and individual learning styles.
4. To develop substantial knowledge of a variety of traditional, current and innovative methods and materials in the development of lessons, curricula, and co- and extra-curricular programs in the context of specific community standards, school time, facilities, and monies.
5. To plan and lead lessons through application of drama methodologies to peers and practicum participants as specifically applied to the individual student's planned certification subjects.
6. To demonstrate understanding of scope and sequence as applied to writing lesson plans that incorporate drama as a mode of delivery for content.
7. To master the application of New Hampshire curriculum frameworks to lesson plan writing for K-12 teaching.
8. To create a final project teaching unit in an area of the student's planned certification.

MATERIALS NEEDED:

REQUIRED TEXT: *Putting The Arts in the Picture: Reframing Education in the 21st Century*, Nick Rabkin and Robin Redmond, Eds. Columbia College Chicago, 2004.

REQUIRED ARTICLE READINGS (found on Blackboard): (Article) "One Nation, Undercultured and Underqualified", (Article) "Recognizing the Arts as a Form of Intelligence", (Article) "Strong Arts, Strong Schools", (Article) "Cheating Our Children: Why Every Child Needs the Arts", (Article) "Improving General Education Through the Arts", (Article) "Arts Integration: What Is It and Why Do It?", (Article) "Providing Order and Focus Through The Arts", (Article) "Arts and Assessment", (Article) "A More Perfect Union", (Article) "Toward a Theatre of Action", (Article) "Who Will Speak for the Children?", (Article) "Transformational Drama Process"

Students will need to access and work with the New Hampshire Curriculum Frameworks for: Fine Arts, English, Math, Science, and Social Studies from:

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm>

Attendance:

Attendance (both mentally and physically) is extremely important to your success in this class. If a student fails to attend a class on the day an assigned project or teaching lesson is to be presented, the student will receive a zero for that assignment. NO EXCEPTIONS.

- One absence is allowed; each day you will receive 5 points for participation / attendance
- Entering class more than 15 minutes after the start of class equals 2 points
- 175 pts possible (35 classes; includes required labs)

Student Resources:

Center for Academic Resources
www.cfar.unh.edu; 862-3698

Connors Writing Center
www.unh.edu/writing; 862-3272

COURSE GRADING:

Attendance / Participation:	175 / 175
In Class Lesson Plan Ideas:	25 / 25
IQ SMS Written Lesson Plan:	25 / 25
IQ SMS Lesson Plan Teaching:	25 / 25
Self / IQ Program Evaluation:	15 / 15
Article / Chapter Critical Analysis:	30 / 30
Website Critical Analysis:	30 / 30
Lesson Plan Binder:	60 / 60
Writing Assignments:	15 / 15; 15 / 15; 12 / 12
Final Exam:	30 / 30

GRADING SCALE:

A	94-100%
A-	92-93%
B+	90-91%
B	84-89%
B-	82-83%
C+	80-81%
C	74-79%
C-	72-73%
D+	70-71%
D	64-69%
D-	62-63%

SOME WEBSITES TO CHECK OUT

http://educ.queensu.ca/projects/action_research/11drama.htm

Queen's University, Faculty of Education, Ontario

Action Research: Creative Drama in the Second Language Classroom

<http://www.aep-arts.org/>

Arts Education Partnership – Arts Education Links

<http://www.childdrama.com/Menu.html>

Children's Theatre / Creative Drama

<http://artsedge.kennedy-center.org/>

ArtsEdge – Kennedy Center for the Performing Arts resource for research and LESSON PLANS

All syllabus contents / guidelines subject to change

DESCRIPTION OF MAJOR COURSE ASSIGNMENTS:

Guidelines for Written Work: This course is designed for the professionally-minded. All written work should be prepared with the professional MAT portfolio in mind. Spelling and grammar should be carefully checked; work should be typed / printed except for specific exceptions such as the preparation of materials and samples. When in doubt, use this guide: Would I feel able to present this in a job interview as a representative example of my capabilities? If still in doubt, check with the instructor.

CRITICAL ANALYSIS OF ARTS INTEGRATION ARTICLE or CHAPTER (DUE 10/20): Students will write a comprehensive analysis of an arts integration article or chapter from a book. Use the periodicals research databases in the library or ACADEMIC websites on the internet to find the articles. Include a copy of all articles with your assignment. Analyses should include:

- ❖ At least 5 educational articles should be reviewed
- ❖ Surmised state of arts education today as outlined in the article / chapter
- ❖ Major points being made in article / chapter regarding arts integration
- ❖ Personal assessment of the validity of this article's / chapter's standpoint on arts integration
- ❖ Specific examples from the article / chapter that you think are most effective ways the arts can be used in education to enrich students' experiences

CRITICAL ANALYSIS OF ARTS INTEGRATION WEBSITES (DUE 10/29): Students will write a comprehensive analysis of arts integration websites. These websites should offer practical assistance to teachers in the form of lesson plans and/or arts integrated lesson ideas. Include the web addresses in your final report. Analyses should include:

- ❖ At least 5 arts integration websites should be reviewed
- ❖ Summary of each website's specific offerings on an annotated bibliography
- ❖ Personal assessment of the validity and helpfulness of each arts integrated learning website
- ❖ Analysis of why each website is a valuable contribution to educators and specifically to you as a teacher

LAB TEACHING PLAN / EVALUATION-IMAGINATION QUEST TEACHING UNIT: (November 12-December 8 @ Somersworth Middle School)

Students will create and complete an Imagination Quest teaching unit at Somersworth Middle School during class time. Students will be graded on execution, team work, and written evaluation of the experience. Evaluation will include:

1. Copy of the lesson plans used
2. IQ Lesson Plans should include written links to NH Curriculum Frameworks
3. Copy of any supplemental materials used as a group for your individual lesson
4. Summary of the final project outcome as observed in student participation, enthusiasm
5. Critical evaluation of the IQ teaching model

LESSON PLAN BINDER (DUE 12/8): Each student should keep a binder of integrated arts lesson ideas. The book should include the following SECTIONS:

1. Full lesson plans for at least 5 different classroom arts integrated activities (these must be a comprehensive, written course plan for a unit of study in one of their future certified areas of teaching or area of interest. The plan must integrate drama into the curriculum, but the course content may be non-arts related. The written plan must match with the New Hampshire Curriculum Frameworks.)
2. New Hampshire Curriculum Frameworks to match to each of the 5 full lessons.
3. A list of 10 other ideas that could be turned into full lesson plans
4. 5 drama warm ups: detailed narrative description AND numbered step-by-step lesson instruction
5. Include all team / individual lesson plans from class assignments

Final Exam (due 12/19): Students will pose a question regarding arts integration and write a paper proving it.

- ❖ Hypothesis must be clearly stated.
- ❖ Proof should include summarized or quoted information from at least five sources.
- ❖ Sources should NOT be from the internet; only books or periodicals are acceptable.
- ❖ Paper should be in MLA format, no bigger than 12 pt font, double spaced, 1" margins or smaller.

CLASS SCHEDULE:

Wednesday, September 3

Overview – Integrating the Arts into the Classroom

Discussion: Multiple Intelligences; Intro to IQ

Reading Assignment: Imagination Quest lesson packet

Monday, September 8

IQ Lessons 1-4

Wednesday, September 10

Lessons 5-7

NH Standards with IQ Lessons

Reading Assignments: Putting the Arts in the Picture - Introduction, Chapters 1-3

Writing Assignment:

1. *Introduction: how is arts integration specifically defined by the authors and how do they think it could enhance the education system?*
2. *Chapter 1: List and explain at least four benefits of arts integration as described in the chapter. Why do you agree or disagree?*
3. *Chapter 2: the list on p. 57...explain what it is and why it might be useful when writing lesson plans.*
4. *Chapter 2: explain “Conceptual Blending”. Then explain how it impacts teaching; also explain how it relates to arts integration.*
5. *Chapter 3: From all of the history listed in this chapter, write a rationale for arts integration, citing at least 6 specific examples or quotes from this chapter.*

Monday, September 15

DUE: WRITING ASSIGNMENTS

Arts Integration History

Discussion: What is it; does it work?

How does IQ fit into this research?

Wednesday, September 17

Arts Integration and its Possibilities

Reading Assignments: (Article) “One Nation, Undercultured and Underqualified”, (Article) “Recognizing the Arts as a Form of Intelligence”, (Article) “Strong Arts, Strong Schools”, (Article) “Cheating Our Children: Why Every Child Needs the Arts”, (Article) “Improving General Education Through the Arts”, (Article) “Arts Integration: What Is It and Why Do It?”

Writing Assignments:

1. *“One Nation...” Looking at the five areas where the arts make natural and unique connections with the deeper purposes of education.*
2. *“Recognizing the Arts as a Form of Intelligence”...Multiple Intelligences, Crystallizing Experiences, Encouraging Diversity: why is arts integration especially compatible with these ideas, or is it? Explain the argument the authors made and whether or not you agree.*
3. *“Strong Arts, Strong Schools”...Summarize two points made for arts integration that were particularly engaging for you; why do these arguments work for you?*
4. *“Cheating Our Children: Why Every Child Needs the Arts” & “Arts Integration: What Is It and Why Do It?” ...Using specific arguments in these chapters, write a short one page letter to your school board making a case for arts integration.*
5. *How is arts integration through an interdisciplinary approach supposed to improve general education?*

Monday, September 22

DUE: WRITING ASSIGNMENTS

Lesson Plan Writing

Discussion: Merits/Shortcomings of different types

Wednesday, September 24

Making the Case for Arts Integration

Arts in English

Lesson Plan Writing

Monday, September 29Arts in History / Social StudiesLesson Plan Writing**Wednesday, October 1**Arts in Science and MathLesson Plan Writing**Monday, October 6**Problem-Based LearningApollo 13 & Illinois Math and Science Academy**Wednesday, October 8**Problem-Based LearningLesson Brainstorming

Reading Assignments: "(Book-Chapter 5) Putting Arts in the Picture: Reframing Education In the 21st Century", (Article) "Providing Order and Focus Through The Arts", (Article) "Arts and Assessment"

Writing Assignments:

1. *"Putting Arts in the Picture"...Explain at least 3 weaknesses in the argument for arts integration.*
2. *"Providing Order and Focus Through The Arts"...Outline the three main points you feel are the most compelling arguments for arts integration.*
3. *"Arts and Assessment"...Why is arts assessment so difficult? How suggestions from the chapter do you find most probable to succeed?*
4. *Explain your opinion regarding pass/fail arts assessment.*

Monday, October 13DUE: WRITING ASSIGNMENTSAssessing Arts EducationArts Education as Active Learning**Wednesday, October 15**IQ Lesson Planning

Writing Assignment: Critical Analysis of Arts Integration Article or Chapter

Monday, October 20DUE: CRITICAL ANALYSIS OF ARTS INTEGRATION ARTICLE OR CHAPTERIQ Lesson Planning**Wednesday, October 22**Video: Children Will ListenDiscussion: Emersion as arts integration – inside / out

Reading Assignments: "A More Perfect Union", "Who Will Speak for the Children?" "Toward a Theatre of Action", and "Transformational Drama Process"

Monday, October 27Discussion: Social DramaDiscussion: Projects from ReadingsArt Project for students from Katrina: box of fears; box of wishes

Written Assignment: Written Critical Analysis of Arts Integration Websites

Wednesday, October 29DUE: WRITTEN CRITICAL ANALYSIS OF WEBSITESArts Integration Website ShareDimond Library Computer Lab**Monday, November 3**LESSON PLAN BRAINSTORMING

After 2/3rds of a semester, what other interesting assignments can you think of for non-arts classes?

Wednesday, November 5LESSON PLAN BRAINSTORMING REVERSALNon-Arts Subjects or content to include in your arts classes**Monday, November 10**IQ Lesson Planning***LAB: Monday, November 10*****IQ Lesson Practice****Wednesday, November 12**Lesson 1: Somersworth Middle School***LAB: Wednesday, November 12*****IQ Lesson Debriefing****Monday, November 17**Lesson 2: Somersworth Middle School***LAB: Monday, November 17*****IQ Lesson Debriefing****Wednesday, November 19**Lesson 3: Somersworth Middle School***LAB: Wednesday, November 19*****IQ Lesson Debriefing****Monday, November 24**Lesson 4: Somersworth Middle School***LAB: November 24*****IQ Lesson Debriefing****Monday, December 1**Lesson 5: Somersworth Middle School***LAB: December 1*****IQ Lesson Debriefing****Wednesday, December 3**Lesson 6: Somersworth Middle School***LAB: Wednesday, December 3*****IQ Lesson Debriefing***Writing Assignment: Lesson Plan Binder***Monday, December 8**DUE: LESSON PLAN BINDERSharing: Somersworth Middle School***LAB: Monday, December 8*****IQ Unit Debriefing****Wednesday, December 10**Last Day: Class Debriefing**Friday, December 19****Final Exam: 8-10am**