

1-2014

## THTR 239.01: Creative Drama and Dance for K-8

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**Syllabus**  
**THTR 239-01 and THTR 239-02**  
**Creative Drama & Dance for K-8 - 2 credits**  
**Spring 2014**

Part I –January 30 – March 14

***Creative Dance in K-8***

Jordan Dehline, 253-632-7008

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Office hours by appointment

Part II—March 20– May 9

***Creative Drama in K-8***

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**FINALS MEETING:** The last meeting date is May 8th/9th. The course does not meet over Finals Week.

**TEXTS & MATERIALS**

Required course materials, readings, assignments are posted on Moodle. Please check our Moodle site on a weekly basis.

**CATALOG COURSE DESCRIPTION**

Focus on the use of creative drama and dance as types of educational tools. Students will explore, experience, and implement creative teaching methods in order to promote scholarship through kinesthetic teaching in elementary education.

***Professional Educator Preparation Program Standards and Procedures, Amended by The Montana Board of Public Education*** 10.58.508 June 2, 2009. ELEMENTARY(1) The program requires that successful candidates: (a) demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;(b) demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. (v) demonstrate knowledge and understanding of and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;(vii) demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences.

**COURSE OBJECTIVES**

1. To develop an understanding of the educational, artistic, physical and emotional benefits of kinesthetic learning for children.
2. To prepare pre-service teachers to utilize creative movement and creative dramatics within the school curriculum.
3. To provide exposure to past and current initiatives and theories in the fields of creative movement, creative dramatics and the performing arts.
4. To provide first-hand experiences and explorations in the basic elements of movement and creative dramatics.

5. To develop methods, techniques and applications for integrating the performing arts in the curriculum.
6. To learn pedagogical techniques for maintaining discipline and control while guiding an active group of moving children.
7. To encourage personal exploration in creative movement and creative dramatics as an expressive art form.

### **ATTIRE**

Street shoes are not allowed in the dance studios. Movement will be experienced with bare feet. Students should plan to wear clothes suitable for movement and may include sweat pants, t-shirts, tanks, stretch pants, baggy pants, shorts, etc.

**Locker rentals** are available for all students in the dance classes. We recommend that you do not leave personal belongings unattended in the dressing rooms, hallways, or dance studios, as **thefts frequently occur**. Lockers may be rented for \$7.00/semester, or \$13/two semesters. (see dance program administrative assistant—door across from women's dressing room and then up the stairs.) Feel free to share a locker with a friend!

### **INSTRUCTIONAL METHODS**

The primary instructional method is participatory learning through movement and theatre activities. This is combined with lecture, discussion, written and oral assignments, teaching projects, presentations, partner and group interactions, performance & sharing.

### **COURSE REQUIREMENTS & GRADING**

#### **I. Attendance & Full Participation in Daily Class Activities/Readings/Assignments 10 points**

Students are expected to be at every class and arrive on time. This class meets once a week. One absence is excusable (as per Departmental policy) and will not count against your grade. Each additional absence will lower your grade 1/3 of a letter grade (e.g. A to A-). If you consistently arrive late or leave class early your Attendance grade will be lowered.

If you are absent it is your responsibility to catch up by contacting another student in the class. Unless you can attend the other section of this class, you will not have opportunities to make up class work. All work must be turned in on time. **Late assignments will not be accepted.**

**II. Attend 2 performances this semester: 1 dance production and 1 theatre production.** Give the PARTV Box Office your name and THTR 239, show your Griz Card, and you will get a discounted ticket. **10 points (5 points each)**

#### **Attend this UM Dance production:**

- *Dance In Concert* –March 19-22 at 7:30pm (Montana Theatre)

#### **Attend this UM Theatre production—Quiz to Follow!**

- *A Midsummer Night's Dream* – April 29-May 3, 6-10 at 7:30pm, (Montana Theatre)

#### **III. Part 1 Requirements (40 points)**

**Throughout the first 7 weeks of the semester you will develop a Collection of Creative Movement Activities - Totals 34 points, due March 13<sup>th</sup>/14<sup>th</sup>, with the following items:**

- 1) Moving Body Parts 4 points  
Using the movement material explored in class, develop five 'prompts' inviting students (of any grade level K-2, 3-5, 6-8) to move isolated body parts or to organize areas of the body.
- 2) Learn & Teach Brain Gym 5 points  
Developed by Dr. Paul Dennison, Brain Gym is an excellent way to integrate body and mind. Learn three activities to teach to others & be prepared to describe how/why it works. You may use notes. This may be designed for any grade level (K-2, 3-5, 6-8)
- 3) Brain Dance to Music 5 points  
Developed by Anne Green Gilbert, Brain Dance is another body-mind integrater, based on the seminal work of Irmgaard Bartenieff. Learn four activities to teach to others and using the music posted on Moodle, turn it into a dance. This may be designed for any grade level (K-2, 3-5, 6-8). Prepare to teach this in class.
- 4) Fun with Shapes 5 points  
Using the movement material explored in class, develop 10 prompts to encourage students to design a wide variety of still shapes with their bodies. This may be designed for any grade level (K-2, 3-5, 6-8). Prepare to give these in class.
- 5) Creative Movement Transitions 5 points  
Using the locomotor and axial material explored in class, develop 4 fun hallway dances to transition a group of K-4 students through the hallway of the school. Prepare to give these in class. Consider the appropriateness of the activity for school hallways (is it quite and safe?)
- 6) Creative Movement Energizers 5 points  
Find three diverse musical selections, suitable for grades K-8, that inspires movement. Post the *Title of Song*, *Composer* and *Artist* on Moodle. Briefly summarize the mood, tempo and style/genre of the song. Describe the kind of movement you imagine fits this music and explain what you might do with it in the classroom. These posts will be available to the class, enabling you to assemble a large music library suitable for a K-8 classroom.
- 7) Relaxing Students' Body-Minds 5 points  
When students are overly energized they may find it difficult to engage in focused work in their seats. This activity enables you to skillfully relax students in order to center and focus their minds and bodies. Develop 3 calming, grounding activities, suitable for grade 4-8. Prepare to teach these in class.
- 8) Final Collection of Creative Movement Activities with above items - due March 13<sup>th</sup>/14<sup>th</sup>.
- 9) Weekly Quiz 6 points  
During each class period of Part I, you will take a brief one-point quiz to assess your preparedness for class (did you do the teaching assignment, review your notes from the previous class, and do the assigned reading?).

#### **IV. Part II Requirements 40 points**

- 1) Creating a Simple Story with Text and Subtext 5 points -due March 27/28

In a group, students will develop and act out a Simple Story using all the part of a story as outlined in class, performing the story twice, once in gibberish and once with the real words.

- 2) Group Warm Ups and Classroom Management 5 points– due April 10/11  
The class will break into groups. Students in each group will teach their group a group warm-up activity, using effective explanation, demonstration, and classroom management techniques. Students will post a description of their warm-up activity on Moodle.
- 3) Lesson Plan 10 points - due April 17/18  
Students will develop and write a lesson plan that is specific to one classroom subject and grade level. Students will turn in one written copy of the lesson plan and post their lesson plans on Moodle. Volunteers will be asked to present their lesson plans for the class.
- 4) WORK IN CLASS ON READER’S THEATRE April 24/25
- 5) Reader’s Theatre Script/Dress Rehearsal 10 points - due May 1/2  
In a group, students will do a final dress rehearsal of a Reader’s Theatre script, adapted from an approved Children’s storybook. Feedback will be given suggesting changes, additions, character development, staging, costumes, etc.
- 6) Final Reader’s Theatre Performance 10 points - due May 8/9  
Students will perform their Final Reader’s Theatre scripts for an audience of children. Each group will turn in one typed copy of their script. Students will post their scripts on Moodle.
- 7) Attend *A Midsummer Night’s Dream* and take a quiz – 5 points

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### Course Grading Scale

|    |               |    |              |    |              |    |              |
|----|---------------|----|--------------|----|--------------|----|--------------|
| A  | 94-100 points | A- | 90-93 points | B+ | 87-89 points | B  | 83-86 points |
| B- | 80-82 points  | C+ | 77-79 points | C  | 73-76 points | C- | 70-72 points |
| D+ | 67-69points   | D  | 63-66 points | D- | 60-62 points | F  | 0-59 points  |

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*Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://life.umt.edu/dss/>.*

### Academic Misconduct and the Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online

at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online

at <http://www.umt.edu/theatredance/about/handbook>.

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without our consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.