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THTR 439.01: Methods of Teaching Theatre Drama

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Recommended Citation

Campana, Jillian, "THTR 439.01: Methods of Teaching Theatre Drama" (2014). *Syllabi*. 2283.

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School of Theatre & Dance
Methods of Teaching Theatre Drama
439 T/TH 9:40-11 McGill 125

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McGill 216 243-5846 jillian.campana@umontana.edu
Office Hours:

The surest way to corrupt a youth is to instruct him to hold in higher esteem those who think alike than those who think differently. -Nietzsche

AIM:

The purpose of this course is to discover ways to create and promote learning through dramatic teaching. We will explore ways of developing and implementing teaching strategies appropriate for drama classes, theatre in education, and educational theatre. We will also be looking into specific abilities that drama, theatre, and acting offer participants.

OUTCOMES:

In this setting the student will:

- Display an ability to present and facilitate an engaging and dramatic lesson;
- Display an ability to design and implement a dramatic and structurally sound curriculum;
- Understand the components of a TIE presentation;
- Cultivate an ability to sell the art form to the non-artist;
- Critically view teaching styles and methods (theirs and their peers); and,
- Articulate a personal teaching philosophy for teaching theatre.

REQUIREMENTS:

- Mini lesson presentations (10%);
- Full lesson presentations (20%);
- TIE presentation (20%);
- A one page teaching philosophy (10%).
- Authentic practice: a lesson planned and presented to another classroom, plus a reflection paper (20%)
- A planned Theatre/Drama unit of at least 6 classes and no more than 10 classes (20%)

TEXTS:

Required to purchase:

Boal, Augusto. *Games for Actor and Non-Actors*. Routledge.1992.

Provided:

Campana, Jillian. *Acting and Everyday Life*. Cognella Press, 2014

CONTENT:

Tuesday, January 28: course overview, questions, interests and experience, possible field sites, ideas, teacher as performer (read chapter 1, Campana) photo releases

Thursday, January 30: lesson planning: how to break it down into components, Bloom's taxonomy (Campana, chapter 4) Mike photos

Tuesday, February 4: Boal exercises and history of T.O. (read chapter 1 of Games) Mike photos

Thursday, February 6: mini lessons presented and feedback given

Tuesday, February 11: Applied Theatre contexts and Acting for Non-Actors book
Thursday, February 13: mini lessons presented and feedback
Tuesday, February 18: What is TIE? Read scripts. Look at types of performances
Thursday, February 20: TIE: begin to write play, pre-lesson, etc
Tuesday, February 25: TIE: write play
Thursday, February 27: TIE: give pre-lesson to TIE teacher
Tuesday, March 4: TIE: performance
Thursday, March 6: full lessons presented with feedback AND field site locations due!
Tuesday, March 11: full lessons presented with feedback
Thursday, March 13: teaching philosophies
Tuesday, March 18: full lessons presented with feedback
Thursday, March 20: full lessons presented with feedback
Tuesday, March 25: preparation for field site lessons
Thursday, March 27: teaching philosophies rough draft due/acting with non-actors
Tuesday, April 1: SPRING BREAK
Thursday, April 3: SPRING BREAK
Tuesday, April 8: prep for Midsummer Night's Dream lessons
Thursday, April 10: field site visits
Tuesday, April 15: practice lessons for field sites in groups
Thursday, April 17: field site lessons taught
Tuesday, April 22: reflections of work
Thursday, April 24: teaching philosophy
Tuesday, April 29: developing units
Thursday, May 1: standards in the arts
Tuesday, April 6: finding a job
Thursday, April 8: Unit Due, Final Teaching Philosophy Due

National Standards for Theatre Arts Education

<http://artsedge.kennedy-center.org/educators/standards.aspx?q=theatre#results>

POTENTIAL FIELD SITES:

Sussex School K-8
MIS School K-8 (Spanish immersion)
Chief Charlo – 3rd grade/KG
Hellgate HS Drama
Sentinel HS Drama
Big Sky High School Drama
Directing opportunity with 4H
Peas Farm
Bonner School- elementary
Lewis and Clark – kindergarten or grade 2
CS Porter – middle school
Willard Alternative High School, social studies or women's studies

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.

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 my consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.