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Spring 2-1-2016

THTR 239A.02 Creative Drama/Dance: K-8

Teresa M. Waldorf

University of Montana - Missoula, teresa.waldorf@umontana.edu

Karen A. Kaufmann

University of Montana - Missoula, Karen.Kaufmann@umontana.edu

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Recommended Citation

Waldorf, Teresa M. and Kaufmann, Karen A., "THTR 239A.02 Creative Drama/Dance: K-8" (2016). *Syllabi*. 7450.
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Syllabus
THTR 239A-01 and THTR 239A-02
Creative Drama & Dance for K-8 - 2 credits
Tuesday/Thursday 10:40 AM-12:30 PM - Spring 2016

Part I –January 26-March 10, 2016

Creative Drama in K-8

Teresa Waldorf 406-243-2854

Teresa.waldorf@umontana.edu

Part II—March 15- May 5, 2016

Creative Dance in K-8

Karen Kaufmann, 406-243-2870

karen.kaufmann@umontana.edu

FINALS MEETING: The last meeting date is May 3/5. The course does not meet over Finals Week – unless an unexpected class cancellation occurs.

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 School 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 239A, show your Griz Card, and you will get a discounted ticket. **(10 points)**

Attend this UM Dance production: (5 points)

- *Dance In Concert*—March 23-26, Montana Theatre. Write your Concert Reflection on Moodle.

Attend this UM Theatre production—Quiz to Follow! (5 points)

- *Romeo and Juliet*, April 27-30, May 3-7

III. Part I Requirements—40 points (plus Play Attendance, 5 points)

- 1) **Creating a Simple Story with Text and Subtext** 5 points -due Jan. 26/28

(In Class Assignment)

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 Feb. 9/11
- 3) Students will make up or find a **warm-up activity** and then post a description of it. Students will describe how to teach it to a group of children using effective classroom management techniques. Students will post a description of their warm-up activity on Moodle.
- 4) **Lesson Plan** 10 points - due dates Feb. 16/18
Students (in groups of 4 or 5) 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. Groups will present their lesson plans for the class.
- 5) **Reader's Theatre Script/Dress Rehearsal** 10 points - due March 1/3
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 March 8/10
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 *Romeo and Juliet*** and take a quiz

IV. Part II Requirements -- 40 points (plus Concert Attendance, 5 points)

Throughout the second 7 weeks of the semester you will develop a **Collection of Creative Movement Activities**, due April 26/28, with the following items:

- 1) **Body Parts Warm-Up** 5 points
Using the movement material explored in class, develop fifteen '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. Try each one yourself, or practice giving this to a friend. You'll teach this in class to a small group of peers.
- 2) **Brain Dance Warm-Up** 5 points
Developed by Anne Green Gilbert, Brain Dance is another body-mind integrator, 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.
- 3) **Shape Studies** 10 points
Using the "shape" movement material explored in class, develop a Shape Study of 8 unique and diverse shapes. Draw them out (stick figures are fine) in an order that you find

aesthetically pleasing and memorize them in an order you design. Prepare to share these in class. Have a peer record you and post link (private) on youtube or vimeo.

4) Hallway Dances 5 points

Read through your notes about classroom management. 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 quiet and safe?)

5) Creative Movement to Musical Selections 10 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. Write three prompts that fit the music and practice so they “work”. These posts will be available to the whole cohort of THTR 239A, enabling you to assemble a large music library suitable for a K-8 classroom.

6) Relaxation & Mindfulness for Children 5 points

When students are overly stimulated they 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.

7) Final Collection of Creative Movement Activities (with above six items) - due April 26/28

Turn in a hard copy, in a manila file folder. This will be returned to you at the last class meeting.

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

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://www.umt.edu/vpsa/policies/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/umarts/theatredance/About/handbook.php>.

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.

From the EO/AA Office:

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/>.