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Spring 2-1-2017

THTR 239A.01 - Creative Drama/Dance: K-8

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Syllabus
Spring 2017 – Theatre & Dance
THTR 239A-01 and THTR 239A-02
Creative Drama & Dance for K-8 - 2 credits
Tuesday/Thursday 1:00-1:50 and 2:00-2:50 PM
PARTV 005

Part I –January 24-March 9, 2017

Creative Dance in K-8

Karen Kaufmann 406-243-2870

Office: PARTV 191

Karen.kaufmann@umontana.edu

Part II—March14-May 4, 2017

Creative Drama in K-8

Teresa Waldorf 406-243-2854

Office: PARTV 101

Teresa.waldorf@umontana.edu

FINALS MEETING: The last meeting date is May 4th, 2017. 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 twice a week. Two absences are 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 - Attendance and Reflection: (5 points)

- Dance in Concert, March 8-11, 2017; Montana Theatre

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

NOISES OFF, April 19-23, 26-30, Montana Theatre

III. Part I Requirements—40 points

1) Create a 15-Second Body Parts Sequence 5 points

Using the body parts (see the Movement Elements Chart) explored in class, create a 15-second Body Parts Sequence moving 5 different body parts. Memorize your sequence and plan to share with a partner in class.

2) Brain Dance Warm-Up 5 points

Developed by Anne Green Gilbert, Brain Dance is a body-mind integration technique, based on the seminal work of Irmgaard Bartenieff. Learn four activities to teach to others. This may be designed for any grade level (K-2, 3-5, 6-8). Prepare to teach this in class. After you teach, post on Moodle a short self-evaluation of how it went.

3) Hallway Dances 5 points

Read through your notes about classroom management. Using the locomotor material explored in class, develop 3 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?)

4) Brainstorm Assignment #1: Creative Dance & Positive Learning Traits 5 points

Creative Movement can be used to reinforce positive learning and/or social skills (i.e. Respect, Risk Taking, Taking Turns, Listening, Collaboration, Creative Thinking, Communication, etc.)

Describe TWO creative movement ideas that you can imagine using to enhance students learning traits and/or social skills (k-8).

I can imagine using Creative Movement to teach _____. (Specify the Learning Trait or Social Skill)

What i imagine is _____.

5) Brainstorm Assignment #2: Use Movement to Enhance the Curriculum 5 points

Brainstorm TWO ideas that you can imagine using movement to enhance and reinforce an area of the elementary curriculum (k-8).

I can imagine using Creative Movement to teach _____. (Specify a curricular topic such as "Fractions" or "Verbs" or "Erosion")

What i imagine is _____.

6) Final Dance Project (15 points)

This group project will be presented in class.

Grades for Part I of THTR 239a: Creative Dance for K-8

Activities listed above= **40 points**

Dance In Concert Reflection on Moodle = **5 points**

Class Participation = **5 points**

Total for Part I = 50 points

IV. Part II Requirements –40 points plus Play attendance

- 1) **Creating a Simple Story with Text and Subtext** 5 points -**due** March 14, 16
(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** April 4,6
- 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 April 11, 13
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 – April 25, 27
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 2, 4
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 *NOISES OFF*** and take a quiz

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

DANCE STUDIO ETIQUETTE

NO street shoes are allowed in the dance studio at any time, even carried in-hand. Anyone entering the studio must remove their street shoes **BEFORE** entering and leave them outside the studio. The only shoes permitted in studios are those that have been purchased for the exclusive use of dance in dance studios (with the exclusion of tap shoes, hard-shoe clogs, and flamenco shoes. These should never be worn on Marley floors).

Individuals concerned about theft should rent a locker for their shoes and other belongings.

NO food or drinks (except water in closed bottles) are permitted in the dance studios or theatres.

NOTE: **Locker rentals** are available for any student. The School of Theatre & Dance recommends that students do not leave personal belongings unattended in the dressing rooms, hallways, dance studios, or theatres as **thefts frequently occur**. Lockers may be rented for \$7/one semester or \$13/two semesters through Dance Program Administrative Associate Teresa Clark (teresa.clark@umontana.edu; office in UMArts Box Office in PARTV Lobby).

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.

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/>.

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