

## Teaching Young Children through Drama and Theatre

- Class Level : Graduate
- Credit numbers: 3
- Instructor : Ms. Yen-Yi Wu
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- Course Objectives

This course is designed for graduate students interested in drama and theatre education. Through the analysis of drama-in-education and theatre-in-education, teaching young children through drama and theatre explores the pedagogies and contributions of drama and theatre in young children's classrooms. We will approach our material through various means, including readings, viewings, and class discussions.

Syllabus :

Week	Contents	Homework
1	Syllabus and Introduction 1. Introduction of the course 2. Introduction to the instructor	
2	Drama, theatre, play and young children 1. The relationship among play, drama, and theatre 2. The difference between drama and theatre	
3	Play and the origins of drama and theatre 1. Story-telling and story-acting 2. Vivian Paley's Philosophy	Submission and reports on selected journal papers related to the assigned topic
4	Creative drama 1. The elements of creative drama 2. The application of creative drama in young children education	
5	Role drama	
6	Process drama	Submission and reports on selected journal papers related to the assigned topic
7	Drama in education	
8	Reader theater	
9	Reflection Essay	
10	Participatory theatre and audience participation	
11	Children's theater 1. Rational arts 2. The aesthetics of children's theatre	Submission and reports on selected journal papers related to the assigned topic
12	Children's literature and how picture books display as theatre 1. The visual display in picture books 2. The comparison between the visual display of picture books and that of children's theatre	
13	An Overview of Philosophy for Children and P4C in theatre	Take-home exam to be announced
14	Creative industries targeting children	
15	Tutorials on individual project presentation	
16	Individual oral presentation and discussion	Revised individual report

		submission
17	Take-home exam paper submission	
18	Flexible learning week -Course Review	

● References:

- Freeman, G. D., Sullivan, K., & Fulton, C. R. (2003). Effects of creative drama on self-concept, social skills, and problem behavior. *The Journal of Educational Research*, 96(3), 131-138.
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- Bowell, P., & Heap, B. (2005). Drama on the run: A prelude to mapping the practice of process drama. *Journal of Aesthetic Education*, 39(4), 58-69.
- Winston, J. (1994). Giants, good and bad: Story and drama at the heart of the curriculum at key stage 1. *Education 3-13*, 22(1), 44-54.
- Mages, W. K. (2010). Creating a culture of collaboration: The conception, design, and evolution of a head start theatre-in-education program. *Youth Theatre Journal*, 24(1), 45-61.
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- Jackson, A. (2000). Inter-acting with the past-the use of participatory theatre at museums and heritage sites. *Research in Drama Education*, 5(2), 199-215.
- Chard, B. J. T. D. J. (2000). Focus on inclusion: Using readers theatre to foster fluency in struggling readers: A twist on the repeated reading strategy. *Reading & Writing Quarterly*, 16(2), 163-168.
- Schiller, W. (2005). Children's perceptions of live arts performances: A longitudinal study. *Early Child Development and Care*, 175(6), 543-552.
- Bailin, S. (1993). Theatre, drama education and the role of the aesthetic. *Journal of curriculum studies*, 25(5), 423-432.
- Stewart, L. T. (1997). Readers Theatre and the writing workshop: Using children's literature to prompt student writing. *The Reading Teacher*, 51(2), 174.
- Johanson, K. (2010). Culture for or by the child? 'Children's culture' and cultural policy. *Poetics*, 38(4), 386-401.

● Grading

1. Attendance, and discussion : 40%
2. Literature Review (assignment) : 30%
3. Reflection Essay (to be explained ) : 30%