

# Curriculum and Instruction in Theatre/Drama: Secondary Theatre/Drama Methods

LLED 386-301/434-201

Thursdays 5:00-8:00 (with some exceptions, see schedule)

Fall 2013 (Sept 5 to Dec 12, inclusive)

Ponderosa Annex F, Room 103 (Digital Literacy Centre)

Instructor: Dr. David Beare

[dbeare@sd44.ca](mailto:dbeare@sd44.ca)

604-331-8763

## COURSE OUTLINE

*Malcolm Gladwell writes that it takes **10,000 hours** to begin to gain **mastery of any practice**.*

***When are we Teachers? Artists? Artist-teachers? Teacher-artists?  
What is Drama? Theatre? Theatre/Drama Education?***

The aim of the secondary theatre/drama methods course is to prepare participants to teach drama and/or theatre as a teachable subject. This course will NOT focus on integrating drama into/across the curriculum (which is the focus of the Drama in Education course, LLED 433, in Term 2, January to April on Mondays, 4:30-7:30). This course combines two groups, typically Faculty of Educations participants opting to take LLED 434 as an elective, and theatre methods B.Ed. teacher-candidates in the teaching training program taking LLED 386, which is required. In addition, this course aims to prepare LLED 386 (theatre methods teacher candidates) for their secondary theatre education practicum. LLED 434 participants have the option to focus on the grade K-7 drama curriculum, but the main focus of the course will on secondary, and sometimes intermediate. Overall, this course is centred on participants investigating, discussing, and participating in the following topics related to teaching drama/theatre as a teachable subject:

1. Games, Strategies, Resources, and Materials
2. Education Theories and Practices
3. Grade 8-12 Prescribed Learning Outcomes (PLOs)
4. Learning Styles
5. Planning (Curriculum Design)
6. Teaching Methods (Facilitation and Classroom Management)
7. Assessment (Evaluation)
8. Social & Pedagogical Issues

While there will be some lectures and group discussions on the readings, the course aims to be practical and experiential. Participants will be exposed to various theatre/drama learning models such as *A/r/tography* (Springgay, Irwin, Leggo, and Gouzouasis, 2004), *Learner-Centered Classroom* (Lazarus, 2004), and the *Critically Conscious Production-Oriented Classroom* (Gonzalez, 2006). By the end of the course participants will have experienced and analyzed a variety of activities and concepts that can be adapted to the participants' specific learning/teaching objectives. As a way to better understand the pedagogical foundation of this course, experiencing the creative arts as a “**learning community**” is essential. Through artful reflective inquiry-based practice, participants are supported to develop their imaginations and artistic impulses, and to develop their theatre-based meta-teaching skills (exploring and reflecting critically and appreciatively upon the in-between spaces of theatre/drama education, as a means to bridge theory to practice).

**LLED 386** is a required course for all B.Ed. Secondary Teacher Education teacher-candidates with a concentration in theatre. Opportunities will be provided for LLED 386s to address the specific concerns related to their secondary theatre practicum.

**This course addresses the following standards:**

ASR #5: Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.

ASR #6: Educators have a broad knowledge base and understand the subject areas they teach.

## **REQUIRED READINGS**

### **TEXTBOOKS**

Polsky, Milton E. (1989). *Let's improvise: Becoming creative, expressive & spontaneous through drama*. New York: University Press of America.

**READ TEXTBOOK: Introduction, Appendix A, Ch. 1-10).**

Patterson, Jim, McKenna-Crook, & Swick, Melissa. (2006). Chapter *Theatre in the Secondary school classroom*. Portsmouth, N.H.: Heinemann.

**READ TEXTBOOK: Chapter 2 (pp. 16-38) Chapter 3 (pp. 39-65), Chapter 4 (pp. 70-80)**

### **ARTICLES**

Integrated Resource Packages (**IRPs**): *Curriculum Guide Fine Arts Drama/Theatre 8-12 (and K-7)*

**READ ON-LINE:** <http://www.bced.gov.bc.ca/irp/subject.php?lang=en&subject=Arts Education>

Lazarus, Joan. (2004). **Chapter 2: Learner-centred practice**. In *Signs of change: New direction in secondary theatre education*. Portsmouth, NH: Heinemann, pp. 19-37.

Gonzalez, Jo Beth. (2006). **Chapter 1: What is a critically conscious production oriented classroom?** In *Temporary stages: Departing from tradition in high school theatre education*. Portsmouth, NH: Heinemann, pp. 1-23.

Forier Edie, Elisa. (2011). **Rasaboxes: Hip to be square**. Teaching theatre magazine. Education Theatre Association, Spring, Volume 22, #3, pp. 3-8 (plus read added attachments).

Bennett, Jeff. (2001). **Chapter 2: The fundamentals of acting through improvisation**. *Secondary stages: Revitalizing high school theatre*. Portsmouth, NH: Heinemann, pp. 22-89.

Beare, D. (2009). **A/r/tography, secondary theatre teaching, and the theatre of possibilities project**. *Youth Theatre Journal*, Vol. 23, 162-175.

### **OPTIONAL CURRICULUM RESOURCES**

visit: <http://theatreeducationlinks.blogspot.com>

### **READING FEE: \$50**

- 2 textbooks & paper copies of articles provided on first class; please bring cash or cheque)
- Please bring assigned textbook and/or articles to each class.)

## ASSIGNMENTS

1. **Facilitation Assignment** (Due in September: See Sign-Up Sheet)
  - Each participant is assigned an drama/theatre activity (warm-ups or games)
  - Each person facilitates the class for 5 minutes through the drama/theatre activity
  - Afterwards, each person leads a post-activity discussion asking participants about the drama/theatre activity's 1. benefits, 2. limitations, 3. adaptations, and/or 4. extensions.
  - Write a 300-400 word report describing the theatre/drama game/warm-up/activity (***the description of the activity shall be written in a dialogue format, written exactly how you would verbally explain the theatre/drama activity to a class***).
  - Also, include in the report a concise paragraph highlighting the 1. benefits, 2. limitations, 3. adaptations, and 4. extensions.
  - **DUE: TWO DAYS BEFORE YOU PRESENT:** Email the assignment to the instructor—no paper copy required.
  - Instructor will send out all theatre/drama activities as a single e-file prior to the two week practicum.
  
2. **Resource Sharing Assignment** (Due: October 10)
  - Each participant will share resources based on area of strength/interest/background knowledge.
  - Each participant will BRIEFLY present resources for 3 minutes.
  - Email resources electronically to instructor. Details to follow.
  
3. **High School Visit(s)**  
(Required for LLED 386; if LLED 434 is not available an alternative assignment will be assigned)
  - A **Visit #1** (Tuesday, October 1, 4:30-8:00 at Handsworth Secondary)
    - Prior to Visit #1 we will co-create a common lesson.
    - At Handsworth, each participant will lead a short theatre/drama game with the whole class. Afterwards, the high school students will be divided into small groups (pairs or threes), with one UBC participant per group. Then each UBC participant will lead his/her small group through a mini-lesson. Details to follow.
  
  - B. **Visit #2** (Ideally Tuesday October 15, 4:30-8:00 at Handsworth Secondary)
    - Same as above, with an extension off the first visit. Details to follow.
  
4. **A/r/togographical Script-Writing and Presentation** (Presentation Thurs, Nov. 28)
  - In October, participants will select a theatre/drama-based social and pedagogical issues.
  - After some observation and experiences (for LLED 386 in their practicum) participants will write a concise
    - A) 200-300 word summary on their understandings
    - B) 200-300 word monologue highlighting their a/r/togographical inquiry process, which may be autobiographical, fictional, or semi-autobiographical.
    - C) 300-400 word dialogue highlighting their a/r/togographical inquiry process, which may be autobiographical, fictional, or semi-autobiographical.
  - Scriptwriting, line memorization, and stagecraft works are required.
  - Participants will present their pieces in November 28th.
  - Further details to follow.

5. **Curriculum Plan Assignment** (DUE: Thursday, December 12)

- Submit by email a curriculum plan on an intermediate/secondary theatre/drama curriculum plan of your choice. The assignment may be based on a script (i.e., Romeo and Juliet), theatre genre (i.e., theatre of the absurd), theatre history (i.e., Greek Theatre); theatre technique (i.e., stage fighting), and/or a theatre topic (i.e., clowning).
  - Cover ten (10) 60-80 minute classes. (4 may be rehearsal/performance based.)
  - The curriculum plan must include both production components (STAGECRAFT) **AND** performance (ACTING) components.
  - [dbeare@sd44.ca](mailto:dbeare@sd44.ca): Email all curriculum plans to the instructor—**no paper copy required**. All images and photocopied worksheets must be scanned, and the entire curriculum plan must be sent as ONE file. This does not include the Digital Presentations component (Part D), which will be sent as a separate file. Everyone is invited to share his/her curriculum plan, in which the instructor will add it to the webpage (only with permission).
- A. Write an Introductory “Rationale” page highlighting: (1 page)
- Target Group, Grade/Course Levels, Surrounding Context
  - Rationale for Curriculum Topic
  - List of Key Learning Outcomes (Select PLOs from the IRPs)
  - Rationale How Drama Supports/Links to Learning Outcomes
  - Concerns/Limitations of Curriculum Plan
- B. Write an “Overview Chart” highlighting the key components only (1-2 pages).
- Use the following headlines (which can be changed/adapted) for 10 classes (therefore, include 10 rows, with each row being a class and/or lesson)

Lesson Title or Topic	PLO's and Learning Outcomes	Materials/ Handouts/ Videos/Links	Intro/Hook/ Warm-up / Game	Core Activities	Closing/ Exit Slip/ Wrap Up	Assessment

- C. Write a well-detailed Curriculum Plan for each of the 10 classes (10-12 pages) highlighting:
- i. Class Title/Topic
  - ii. PLOs and Learning Outcomes (Focus/Outcome/Objective/Aim/Purpose)
  - iii. Materials/Resources/Handouts/Worksheets/Websites
  - iv. Curriculum Plan (or Learning Landscape) for each class (detailed sequence of all activities per class; Please follow the Hook, Teach, Close model.)
  - v. Breakdown of Time Lengths for each activity in part iv.
  - vi. Assessment (Must include ONE detailed rubric and THREE other less-detailed methods of evaluation)
  - vii. Glossary: Provide a master list and description of all drama/theatre activities for the entire curriculum plan (do NOT repeat explaining the activities in the curriculum plan).
  - viii. All instructions (and questions) in the lesson and glossary shall be written in a DIALOGUE FORMAT, written exactly the way you would explain the instructions to a class.
- D. Digital Presentation for ONE lesson (i.e., Power Point, Prezi, or others)
- One lesson shall include a digital presentation (i.e. types of masks) between 8-16 slides/images.
  - The digital presentation must be used as a lecture format for one lesson about your curriculum topic (for example, theatre history).
  - Select key words, but do NOT be text-heavy--visual representation has highest priority

## SCHEDULE OF READINGS, ASSIGNMENTS AND DEADLINES LLED 386/434 (Fall 2013)

<b>THURSDAY, SEPTEMBER 5</b> <b>DUE:</b> Sign up Sheet (Warm-Up Dates) <b>FOCUS:</b> Introduction, Course Syllabus, and Secondary Theatre Education Overview <b>READINGS:</b> Provide 2 Textbooks and Paper Copies of all articles (\$50; please pay by cheque or cash)			
<b>THURSDAY, SEPTEMBER 12</b> <b>DUE:</b> Warm-up #1-4 Presentations <b>FOCUS:</b> IRPs  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>READ: IRPS (PLOs)</b> <ul style="list-style-type: none"> <li>• Drama 8-10</li> <li>• Theatre Performance 11 &amp; 12</li> <li>• Theatre Production 11 &amp; 12</li> <li>• Drama K-7 (Optional)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>READ: (TEXTBOOK: Let's Improvise)</b> <ul style="list-style-type: none"> <li>• An Invitation to Improvise: pp. ix-xvi</li> <li>• Appendix A: pp. 285-290</li> <li>• Ch 1: Breaking the Ice: pp. 1-24</li> <li>• Ch 2: The Poetry of Trust: pp. 25-40</li> <li>• Ch 3: Sensory Awareness: Exercise pp. 41-58</li> <li>• Ch 4: Making Mirrors &amp; Machines: pp. 59-82</li> </ul> </td> </tr> </table>		<b>READ: IRPS (PLOs)</b> <ul style="list-style-type: none"> <li>• Drama 8-10</li> <li>• Theatre Performance 11 &amp; 12</li> <li>• Theatre Production 11 &amp; 12</li> <li>• Drama K-7 (Optional)</li> </ul>	<b>READ: (TEXTBOOK: Let's Improvise)</b> <ul style="list-style-type: none"> <li>• An Invitation to Improvise: pp. ix-xvi</li> <li>• Appendix A: pp. 285-290</li> <li>• Ch 1: Breaking the Ice: pp. 1-24</li> <li>• Ch 2: The Poetry of Trust: pp. 25-40</li> <li>• Ch 3: Sensory Awareness: Exercise pp. 41-58</li> <li>• Ch 4: Making Mirrors &amp; Machines: pp. 59-82</li> </ul>
<b>READ: IRPS (PLOs)</b> <ul style="list-style-type: none"> <li>• Drama 8-10</li> <li>• Theatre Performance 11 &amp; 12</li> <li>• Theatre Production 11 &amp; 12</li> <li>• Drama K-7 (Optional)</li> </ul>	<b>READ: (TEXTBOOK: Let's Improvise)</b> <ul style="list-style-type: none"> <li>• An Invitation to Improvise: pp. ix-xvi</li> <li>• Appendix A: pp. 285-290</li> <li>• Ch 1: Breaking the Ice: pp. 1-24</li> <li>• Ch 2: The Poetry of Trust: pp. 25-40</li> <li>• Ch 3: Sensory Awareness: Exercise pp. 41-58</li> <li>• Ch 4: Making Mirrors &amp; Machines: pp. 59-82</li> </ul>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>THURSDAY, SEPTEMBER 19</b>  <b>DUE:</b> Warm-up #5-8 Presentations  <b>FOCUS:</b> Learner-Centred Practice &amp; Learning Styles             </td> <td style="width: 50%; vertical-align: top;"> <b>READ: Lazarus. Chapter 2: Learner-Centred Practice</b>   <b>READ: (TEXTBOOK: Let's Improvise)</b> <ul style="list-style-type: none"> <li>• Ch 5: Action Mime: pp. 83-108</li> <li>• Ch 6: Fantasy Mime: pp. 109-126</li> <li>• Ch 7: Solo-Mime: pp. 127-136</li> </ul> </td> </tr> </table>		<b>THURSDAY, SEPTEMBER 19</b> <b>DUE:</b> Warm-up #5-8 Presentations <b>FOCUS:</b> Learner-Centred Practice & Learning Styles	<b>READ: Lazarus. Chapter 2: Learner-Centred Practice</b>  <b>READ: (TEXTBOOK: Let's Improvise)</b> <ul style="list-style-type: none"> <li>• Ch 5: Action Mime: pp. 83-108</li> <li>• Ch 6: Fantasy Mime: pp. 109-126</li> <li>• Ch 7: Solo-Mime: pp. 127-136</li> </ul>
<b>THURSDAY, SEPTEMBER 19</b> <b>DUE:</b> Warm-up #5-8 Presentations <b>FOCUS:</b> Learner-Centred Practice & Learning Styles	<b>READ: Lazarus. Chapter 2: Learner-Centred Practice</b>  <b>READ: (TEXTBOOK: Let's Improvise)</b> <ul style="list-style-type: none"> <li>• Ch 5: Action Mime: pp. 83-108</li> <li>• Ch 6: Fantasy Mime: pp. 109-126</li> <li>• Ch 7: Solo-Mime: pp. 127-136</li> </ul>		
<b>TUESDAY, SEPTEMBER 24 (In Lieu of class on Thursday, September 26)</b> <b>DUE:</b> Warm-up #9-12 Presentations <b>FOCUS:</b> Planning <b>READ:</b> TEXTBOOK: <i>Theatre in the SSC</i> . Chapter 2: Planning, (pp. 16-38).			
<b>THURSDAY, SEPTEMBER 26</b> No Class (Moved to Tues, Sept 24 <sup>th</sup> )			
<b>TUESDAY, OCTOBER 1 (LAB CLASS, In Lieu of class on Thurs, Oct 31, during LLED 386's practicum)</b> <b>High School Visit #1</b> (4:30-8:00 pm) Handsworth Secondary School (1044 Edgewood Road, North Vancouver) (Travel north up Capilano Road, Pass #1 Highway, Pass Suspension Bridge, drive 3-5 more minutes, turn right at Edgewood Road, drive to the end of the road, school is at the end of the road. Enter front door, see main office, turn right into the gallery, drama room 131 is in between the library and cafeteria.  <b>David's Cell Phone: 604-328-6432 (only use for emergency purposes)</b>  WEBLINK FOR DIRECTIONS: <a href="http://maps.google.ca/maps?q=map+handsworth+secondary+school&amp;ll=49.341231,-123.100433&amp;spn=0.039929,0.121708&amp;oe=UTF-8&amp;fb=1&amp;gl=ca&amp;hq=handsworth+secondary+school&amp;hnear=0x548673f143a94fb3:0xbb9196ea9b81f38b,Vancouver,+BC&amp;cid=0,0,15081412782806188133&amp;t=m&amp;z=13">http://maps.google.ca/maps?q=map+handsworth+secondary+school&amp;ll=49.341231,-123.100433&amp;spn=0.039929,0.121708&amp;oe=UTF-8&amp;fb=1&amp;gl=ca&amp;hq=handsworth+secondary+school&amp;hnear=0x548673f143a94fb3:0xbb9196ea9b81f38b,Vancouver,+BC&amp;cid=0,0,15081412782806188133&amp;t=m&amp;z=13</a>			
<b>THURSDAY, OCTOBER 3</b> <b>DUE:</b> Warm-up Assignment #13-16 Presentations <b>FOCUS:</b> Planning Continues <b>READ:</b> TEXTBOOK: <i>Let's improvise</i> . Chapters 8-10			

<p><b>THURSDAY, OCTOBER 10</b>  <b>DUE:</b> Assignment #2 Sharing Resources (BRIEF Show and Tell: 3 minutes)  <b>FOCUS:</b> Teaching Methods  <b>READ:</b> TEXTBOOK: <i>Theatre in the SSC. Chapter 3: The Teacher in the Classroom</i>, pp. 39-65.</p>
<p><b>TUESDAY, OCTOBER 15 (LAB CLASS, In Lieu of class on Thurs, Nov 7, during LLED 386's practicum)</b>  <b>2<sup>nd</sup> High School Visit #1</b> (4:30-8:00 pm) @ Handsworth <b>See Oct 1st for Directions</b></p>
<p><b>THURSDAY, OCTOBER 17</b>  <b>FOCUS:</b> Social, Emotional and Behavioral Responses in Secondary Theatre Classroom  <b>READ:</b> Chapter 2: Secondary Stages, <i>The Fundamentals of Acting Through Improvisation</i>, pp. 22-89.</p>
<p><b>THURSDAY, OCTOBER 24</b>  <b>FOCUS:</b> A/r/tography (Reflective Teaching Practice)  <b>READ:</b> Beare. (2009). A/r/tography, secondary theatre teaching, and the TOP project, pp.162-175.</p>
<p><b>THURSDAY, OCTOBER 31</b>          (No class due to LLED 386' practicum (instead LAB class at Handsworth on Tuesday, October 1)</p>
<p><b>THURSDAY, NOVEMBER 7</b>          (No class due to LLED 386' class (instead LAB class at Handsworth on Tuesday, October 15)</p>
<p><b>THURSDAY, NOVEMBER 14</b>  <b>FOCUS:</b> Debriefing Practicum, A/r/tographical Assignment #3 Begins (Done Mostly in next 3 Classes)  <b>READ:</b> Gonzalez, <b>Chapter 1: What is a critically conscious production oriented classroom?</b> In pp. 1-23.</p>
<p><b>THURSDAY, NOVEMBER 21</b>  <b>FOCUS:</b> Rasaboxes &amp; A/r/tography  <b>READ:</b> Forier. <b>Rasaboxes: Hip to be square.</b> pp. 3-8 (plus read added attachments).</p>
<p><b>THURSDAY, NOVEMBER 28</b>  <b>FOCUS:</b> A/r/tographical Presentation  <b>DUE:</b> A/r/tographical Presentation (Assignment #4)</p>
<p><b>THURSDAY, DECEMBER 5</b>  <b>FOCUS:</b> Assessment  <b>READ:</b> TEXTBOOK: <i>Theatre in the SSC, Assessment</i>, (pp. 66-94).</p>
<p><b>THURSDAY, DECEMBER 12</b>  <b>DUE:</b> CURRICULUM ASSIGNMENT (To Share Highlights in Class)  <b>FOCUS:</b> Sharing Resources &amp; Course Check-Out  <b>EXTENSION (Final Deadline): Monday, December 16 @ noon</b></p>

#### EVALUATION:

Both LLED 313A and LLED 434 are PASS/FAIL courses. Similar to most courses in the Teacher Education program, the assessment is based on a Professional Learning model and it is understood that in order to pass this course participants must achieve its' aims and objectives.

#### Expectations for a PASS on participation/assignments:

- Attendance; On-time (Absences require a valid reason; please call or send an e-mail BEFORE class).
- Active and committed co-participation: **"Be here in the moment. Be together in the moment."**
- Demonstration of professional integrity, attitudes, and behaviours.
- Acceptance of diversity and multiple perspectives.
- Engagement in a theatre-based inquiry process, and openness to creativity, ambiguity, and complexity.
- All due dates and requirements met.
- Communication of appreciative and critical reflections through class discussions and written assignments.
- Written Work: clarity, depth of thought, sensibility/practicality/relevance, well organized and thought-out, originality/creativity, balance of critical and appreciative reflections, connections to readings, university-level writing skills (including grammar and spelling), and professional presentation of work.