



*Saili Le Atamai*

**ACADEMIC AFFAIRS DIVISION**  
Office of the Dean of Academic Affairs

**INSTRUCTIONAL COURSE APPROVAL FORM**

Date \_\_\_\_\_

Course Title **ELEMENTARY CREATIVE DRAMATICS AS A TEACHING RESOURCE**  
\_\_\_\_\_  
\_\_\_\_\_

Course Code (Alpha and Number) **ED 435**

**ROUTING SIGNATURES AND DATE**

1. Initiator \_\_\_\_\_

2. Academic Department Chair: \_\_\_\_\_

3. Dean, Academic Affairs: \_\_\_\_\_

4. Curriculum Committee: \_\_\_\_\_

5. Dean, Academic Affairs: \_\_\_\_\_

6. Vice President: \_\_\_\_\_

Approved    Disapproved    Approved with the following recommendations:

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**AMERICAN SAMOA COMMUNITY COLLEGE  
INSTRUCTIONAL COURSE APPROVAL FORM**

Department: Education                      **Instructor:** Dr. Kathleen Kolhoff  
Course Alpha/Number: ED 435                      Course Title: Elementary Creative Dramatics  
as a Teaching Resource

Check One:     New Course Proposal                       Course Revision

Total Credits: 4                      Lecture:     Laboratory     Maximum Class Size: 25

**CATALOG COURSE DESCRIPTION:**

A required content course for pre-professional and in-service elementary education teachers focusing on: 1) Utilizing creative dramatics and theatre as the medium for integrating the visual and performing arts in K-8 subjects such as science, history, language arts, mathematics and geography; 2) Demonstrating creative teaching and learning strategies from music, art, dance, and theatre to motivate students and to enhance their study of school subjects; 3) Developing lesson plans and their effective application for integrating the arts in field settings. This course includes a practicum.

**COURSE RATIONALE:**

This is a mandatory course for all prospective teachers and is designed to enhance the teachers' ability to provide quality integrated creative arts instruction, aligned with relevant National Standards, for K through 8 teachers.

Although most English teachers consider drama to be within their domain, drama is used more often as a teaching method in other disciplines. Dramatic techniques, such as role playing and simulations, are well documented in social studies and history, business and vocational, foreign language, counseling and even science classes. According to 1984 reports (by Applebee and Goodlad) dramatic techniques were rarely used to teach language arts. Yet, the literature on classroom drama strongly suggests that there is considerable untapped potential for using drama and integrated arts as a teaching method.

Experts emphasize that using dramatic techniques as a teaching method is not the same thing as teaching theatre. (Bruse Robbins, ERIC Clearinghouse on Reading, English and Communication Digest #32) Theatre is an art form which focuses on the product-a play produced for an audience. Drama in the classroom-referred to as "creative dramatics" to distinguish it from "theatre arts"-is informal and focuses on the process of drama for the sake of the learner, not an audience. Classroom drama is not learning about drama, but learning through drama. Charles Combs ("Theatre and drama in education: A laboratory for actual, virtual or vicarious experience, Youth Theatre Journal, Winter 1988) explains:

"While drama is informed by many of the ideas and practices of theatre art, it is principally valued as a learning medium rather than an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based on pedagogical, developmental and learning theory as much or more than they are arts based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer."

Most of the research on drama in the classroom has been done at the primary level, where drama has been found to improve reading comprehension, persuasive writing, self concepts, and attitudes towards others (Pelligrini and Galda, "The effects of thematic fantasy play training on the development of children's story comprehension," American Educational Research Journal, 1982; Gourgey, "The impact of an

improvisational dramatics program on school attitude and achievement," American Educational Research Association, 1984; and Wagner, "The effect of role playing on the written persuasion of fourth and eighth graders, ED 285 155, 1987.) In her research with high school students, Renee Clift ("High school students' responses to dramatic enactment," Journal of Classroom Interaction, Winter 1983) found that students using dramatic enactment performed as well as students in traditional lecture, discussion or seatwork modes.

Moreover, they experience more instances of higher order thinking, more topic-specific emotions, decreased apprehensions, and less topic-irrelevant thought than students in the non-dramatic mode.

Classroom drama is most useful in exploring topics where there are no single, correct answer or interpretations, and when creative problem solving skills are valued. As Douglas Barnes said, "Education should strive not for the acceptance of one voice, but for an active exploration of many voices.

**PRE-REQUISITE(S):**

ED 300, SPH 153, Fine Arts Cluster Elective

**Textbook(s) / Reference book(s)**

Bananas and Fifty-Four Other Varieties: AN Book of Activities to do with Kids. Grenough, Esdaile and Wolf, Eds., West Haven, CT 1980 Fairfax Press

Theater Games for the Classroom: A Teacher's Handbook. Viola Spolin. 1986 Evanston, IL: Northwestern University Press

The Creative Dramatics Cookbook: Recipes for Playmaking. Kelly O'Rourke. Yale-New Haven Teachers Institute (available online)

**Approval of Textbook**

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Department Chairperson

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Curriculum Committee

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**Special supplies / Equipment**

ASCC Fine Arts Department costumes, props, and set pieces

**Approval for Supplies / Equipment**

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Department Chairperson

\_\_\_\_\_

Curriculum Committee

\_\_\_\_\_

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## COURSE OBJECTIVES IN BEHAVIORAL TERMS

### Student Competencies

Upon successful completion of this course, students will be able to:

- 1.1 To integrate creative dramatics into instructional units in language arts, social studies, math, and other academic subjects as appropriated;
- 1.2 To develop methods for facilitating inquiry, curiosity, creativity, and aesthetics in children through visual arts, music, movement, and drama through 8<sup>th</sup> grade;
- 1.3 To transform standard lesson plans in academic subjects into ones that use creative drama and arts to implement;
- 1.4 To know teaching and learning theories related to creative drama and arts educations;
- 1.5 To know methods and materials of contemporary creative dramatics education;
- 1.6 To demonstrate knowledge of music, visual and creative drama arts in accordance with the ASDOE curriculum guidelines;
- 1.7 To demonstrate knowledge of classroom safety during all activities;
- 1.8 To observe, design, and teach creative dramatics lessons with pre-approved plans;
- 1.9 To know the contributions of the creative arts to the individual society, and to Samoan culture;
- 1.10 To demonstrate the ability to facilitate children's development and skills in creative expression in accordance with relevant National Standards.

## TOPICAL COURSE OUTLINE

### Course Outline:

- 1.0 Classroom Management
- 2.0 Assessment Techniques
- 3.0 Practical Considerations When Integrating Creative Dramatics
- 4.0 Language Arts Applications
  - 4.1 Storytelling
  - 4.2 Reading
  - 4.3 Poetry
- 5.0 Social Studies Applications
- 6.0 Math and Science Applications
- 7.0 Physical Education Applications
- 8.0 Teaching Content Areas
  - 8.1 Important Life Skills
    - a) Cooperation
    - b) Tolerance
    - c) Using the Creative Arts to Teach Students About the Diversity of Cultures in the World
    - d) Focusing on the Uniqueness and Uniqueness in all People
- 9.0 Developing an Appreciation for the Rich Diversity Within Classrooms
  - 9.1 Learning Styles
  - 9.2 Socio-Economic Status
  - 9.3 Cultural Differences
  - 9.4 Gender Differences
  - 9.5 Special Needs Children

- 10.0 Why and How Using the Creative Arts Can Help Individualize Instruction
  - 11.0 Provide Ways to Assess Each Student on a Deeper Level in Order to Determine Special Populations with Regards to Being Able to Participate in Creative Dramatics Activities
  - 12.0 Identify or Create Special Instructional Adaptations to Facilitate Successful Involvement of All Students
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**EVALUATION METHODS**

Lesson Plans & Unit Activities .....	20 %
Mid-Term.....	20 %
Final.....	20 %
Practicum & Journal.....	30 %
Original Project.....	10 %