San Diego State University
Theatre 315: Theatre for Young Audiences
Syllabus 2017
Lecturer: Nicole Cantalupo

Email: ncantalupo@sdsu.edu
Classroom Meetings: Thursdays 3:30-6:10PM
Office Hours: Thursdays 2:30-3:30PM or by appointment

Course Description
Students will examine current philosophies, principles, and techniques of children’s theatre. Development of the individual through use of dramatic play, imagining, improvisation, and theatre games geared to K-8 curriculum. This course is applicable to classroom teaching, educational leadership, public speaking, and performers. Students will engage in age appropriate literary text adaptations, as well as curriculum building for youth in a performative, theatrical fashion.

Course Objectives
1. Understand the concept of storytelling and theatre as a teaching tool, goals and purpose behind activities, and the role of the teacher in this setting.
2. Understanding basic skills through practice of acting, movement, pantomime, improvisation, story dramatization, scaffolding, positive feedback sessions, processing exercises, etc.
3. Develop language and communication abilities, problem solving skills, storytelling skills, creativity, arts integration, social awareness, and interpersonal skills.
4. Promote an understanding of the art of theatre and empathy in relating to other collaborators.
5. Acquire skills for planning, leading, and evaluating creative drama sessions.
6. Learn to create adapted stories through re-working existing texts into a play format.

Course Outcomes and Assessment Measures
Upon completion of this course, students will be able to:
1. Utilize a variety of drama strategies throughout the curriculum through the analysis and discussion of assigned reading, in-class activities, and collaborative theatre practices.
2. Structure and teach a drama activity and complete a lesson plan.
3. Practice collaboration in creating a dramatic unit based on children’s poetry and literature.
4. Demonstrate and effectively communicate the theories and importance behind youth theatre and arts integration in education (K-8).
5. Respond in a scholarly way to college level and professional theatre performances, through theatrical lenses.
6. Adapt a children’s book into a short one-act play script while going through the entire theatrical process from creation to product.

Course Readings

Required Texts
● Theater Games for the Classroom, by Viola Spolin

Select Reading Provided
● The Performer’s Guide to the Collaborative Process, by Sheila Kerrigan (Blackboard)
● Salting the Ocean, by Naomi Shihab Nye (Blackboard/handouts)

Suggested Text/Library Resources
● Theatre for Community Conflict and Dialogue, by Michael Rohd
● Games for Actors and Non-Actors, by Augusto Boal
Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

In-class Involvement
This course is a practical introduction to Theatre for Young Audiences. Strive to be fair, considerate and aware of your fellow classmates. The bulk of our work will be in-class, participatory and experiential. Participation is graded apart from attendance, and participation credit is based on in-class involvement; this includes, making an effort to engage and work harmoniously with classmates. Attendance is crucial! None of the in-class activities can be replicated outside the class session; therefore, NO MAKE-UP assignments are possible if you are absent. Each absence results in a deduction of 4 points, equivalent to 4% of your grade. Please be prepared to present on due dates assigned to you and/or your group. One late arrival is a deduction in 2 points. Two late arrivals are equivalent to one absence. Although one absence may not directly impact your grade, two absences and/or excessive late arrivals will result in the lowering of your grade.

Assignments

Performance Attendance and Response Papers
The School of Theatre, Television, and Film requires that all students attend all performances taking place during the semester students are enrolled in a course within the school. This semester you will be required to purchase tickets and attend the SDSU season shows. There is a direct link to purchase tickets on the website: ttf.sdsu.edu

Valentine's Day Film Festival - Tuesday, February 14 7:30pm (Turn in ticket stub only - no paper due)
The Matsuyama Mirror - Friday, February 17 - Sunday, February 26 (Paper due Mar. 9)
The Full Monty - Friday, April 21 - Sunday, April 30 (Paper due May 4)

Goal: This task will develop competency in assessing the quality of theatrical process and production based on elements, principles and concepts of the theatre, as a spectator.

Assignment: Attend the shows and respond to the theatrical work through writing two productions papers. Guidelines and prompting questions will be provided on blackboard under “Course Documents”. Ticket stubs and responses should be submitted on the due dates provided on the “course calendar” on blackboard. Please staple your ticket stub to your paper.

Beginning Drama Lesson Plan
Goal: This introductory project provides an opportunity to become familiar with drama activities and expand the ensemble’s repertoire. In addition, this project provides students with practice co-leading the class in creative drama activities. This project is intended to hone your skills in teaching, co-teaching, lesson planning, and finding greater understanding in a “project-based” learning style.
Part 1 - Collaboration and Team Taught Activity
In a small group, you will be assigned to create a lesson plan centered around one of the basic skill areas of creative drama.

These areas of focus are to be covered in this project as the theme for your co-teaching concentration: Sensitivity/trust, Imagination, Movement/pantomime, Voice/sound/speech, Characterization, Improvisation, Ensemble-building, Communication/leadership, and Energy/focus.

As a group you will select ONE activity that you can all confidently co-lead. In addition, each individual will also teach an activity. For instance, a group of three will teach a total of four activities.

Part 2 - Individual Teaching Assignment
Individually, each group member will come up with ONE activity that helps compliment, introduce, reinforce, or pair with the given theme. You will teach this activity entirely by yourself. The objective is to gain competency in facilitating, side-coaching, and teaching skills through the medium of theatre arts.

Lesson Plan:
In creating the lesson plan, have a strong thread from one exercise to another. For example, if you are co-teaching a unit on Imagination, each person will select an activity that pairs well with Imagination. Once the entire group has collected the activities, create a teaching order. The consideration of sequencing the structure is crucial to create a cohesive, easy to follow lesson plan.

Structure of a Lesson Plan
- Introductory Activity
- Bridge Activity
- Main Activity
- Closing Activity

How to Proceed:
- You will be given limited class time to collaborate with your group on designing a lesson plan and to practice teaching the activity to one-another. Some outside meeting time will be required.
- Research your drama skill area in books or on the web, through your Spolin text, etc.
- Collaborate to finalize how you will fairly, evenly, and inclusively execute teaching the lesson plan in class.
- Use the formatting guidelines on blackboard when creating your lesson plan document. This document should be sent to the instructor at least four business days in advance, for approval and feedback. If plans arrive late or are unacceptable documents, you will be asked to resubmit for a lower grade.

On your date: Arrive a few minutes early to set up and submit a hard copy of your lesson plan.
Time Allotted: Depending on whether you have two or three people in your group, you are allotted 25 to 35 minutes (this lesson plan should not go over 40 minutes).

Post Assignment: Once the lesson has been successfully taught, be sure to email the entire class with a copy of your lesson plan. Send via blackboard within 48 hours.

Performer’s Guide to the Collaborative Process & other reading/media responses
Goal: To deepen understanding of the content and activities found in The Performer’s Guide to the Collaborative Process by Sheila Kerrigan. To examine different perspectives on theatre, leadership, teaching techniques, etc.

Assignment: Respond to the reading provided on blackboard, then complete the discussion board prompt.
How to proceed: As you read you should be looking for three key points (things that seem important, areas that interest you). See blackboard “discussion board” threads for further details.

**Poetry in Motion**

**Due:** In-class studies, see course calendar. Must be present on those days to receive points.

**Goals:** This assignment will develop performance and imaginative skills. Each small group/pairing will present each assignment after experimentation and in-class rehearsal time. The class will answer process questions to provide positive feedback, after all groups have shared their created works.

**Assignment:**
A children’s poetry dramatization! In groups, collaborators will work to develop a staged poetry presentation using the “Composition Box” technique. The composition box technique will be learned in class prior to your individual project. You will create a 3-4 minute Poetry Dramatization using short literary selections provided by the instructor. You will stage and memorize this performance piece using the “Rehearsal Checklist.” It is encouraged to include any theatrical elements from this class in working together to bring this children’s poem to life!

**Ted Talk - Discussion Board**

**Goal:** To consider theatrical perspectives on communication through the viewing of one of the provided TED Talk informational videos (led by world renowned theorists), with the desired outcome of influencing, enhancing, and understanding the creative process.

**Assignment:** Students will create a one-page response to the provided video of their choice by the due date. See Blackboard Assignments for more details.

**Children’s Literature Read Aloud/ STORYTELLING**

**Goal:** To develop imaginative skills and a solo performance through Reader’s Theatre techniques.

**Assignment:** Students will retell the children’s story through dramatic practices as well as using a direct excerpt from a children’s book. This individual performance should stay between 1-2 minutes in length.

**How to proceed:** Find a piece of children’s literature that interests you, holds substantial content within the text, and fits into the basic guidelines for adapting story to stage. Be sure to pick an excerpt that is filled with lively characters and plenty of interesting action. Your task is to bring the story to life using the space, your body, voice and expression. You must add two of the following elements to your reading: music, props, sound effects, costumes and movement. Use the Rehearsal Checklist as a guide as you prepare and rehearse. Don’t just read the book; find an interesting way to tell the story. The goal thereafter, is for the entire class to select the most interesting and useful selections to then use for group projects - dually think of this assignment as your a future play pitch.

**On your date:** Each student will have no more than 3.5 minutes to set up, present, and strike.

**Page to Stage – One-Act Play performed SDSU Children’s Center**

**Goal:** To develop fluency in script writing and expand performance skills.

**Assignment:** Students will take their children’s literature selection and adapt it into a script that could be staged as a classroom play. In small groups, you will then select one of these scripts to fully stage for the class.
How to proceed: As a group create and adapt the piece of literature chosen from storybook into a script. The script should consist of 3-5 pages of dialogue. A copy of this script will be turned in, prior to performing. In these groups you will select one of the adapted story scripts to stage and fully present in the class. These presentations will require some outside rehearsal time and should include elements of costume, set, sound and movement.

On your date: You will meet at the SDSU Children’s Center to perform your group’s adaptation to the preschool and pre-k students in attendance. This will happen during class time, directly followed by returning to class for reflective discussions.

Final Portfolio
Goal: To compile the most important class notes and demonstrate your scholarly processing of the work completed in this course, as a student leader and ensemble member.

Assignment:
Please create a short portfolio with your documents using size 12 point font in Times New Roman or Arial, 1.5 spacing, not double spaced. Be sure to include a cover sheet.
- Five creative journal entries - in the form of a summary, dear diary, poem, haiku, etc. (100+ words per entry). These are meant to be based on your experience within, before, or after the specific weekly class sessions of your choice.
- Arts Integrated Lesson Plan that pairs with your Page to Stage “One-Act Play” and could be taught as a children’s book unit.
- To conclude, attach a two-page reflection paper assessing what you have learned in class about drama (processes, experiences, insights, etc.), and describe how you think you will use these techniques, perspectives, and experiences in the future. Be creative! Remember this is not a course evaluation.
Assessment

Attendance: 12 points
Participation/Efforts: 7 points
- Biography & Core Value Statement: 3 points
- In-class participation: 4 points

Beginning Drama Lesson Plan: 15 points
- Co-teaching activity: 5 points
- Individual teaching: 10 points

“Performer’s Guide” Kerrigan Reading/Blackboard Response #1: 4 points
“Performer’s Guide” Kerrigan Reading/Blackboard Response #2: 4 points

Poetry in Motion: 5 points
Performance Paper One: 5 points
Performance Paper Two: 5 points
Performance Ticket (Film Festival): 3 points
Ted Talk - Discussion Board: 4 points

Children’s Literature Read Aloud/STORYTELLING: 8 points
- Book approval: 2 points
- Preparation/Performance: 6 points

Page to Stage - One-Act Play performed SDSU Children’s Center: 18 points
- Part 1 Collaboration/Rehearsal: 5 points
- Part 2 Script (Draft 1/Draft 2 Submission): 5 points
- Part 3 Performance: 8 points

Final Portfolio: 10 points

Total Possible: 100 Points

Grading
94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-

Please Note: You cannot receive an A in this class without all written work turned in on time, and all performance work satisfactorily completed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Assigned</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Welcome! Course expectations and community building</td>
<td>Biography, Kerrigan Discussion Board</td>
<td>Snack sign up</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Wednesday - no class, but BB assignment due</td>
<td></td>
<td>Bio due on BB by 11pm</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Warm ups, breathing, lesson plan structure, core value statement</td>
<td>BDLP Groups, Core Value Statement</td>
<td>Bring Spolin book, Kerrigan Discussion boards by 11pm</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Redirecting Children’s Behavior, BDLP Group Presentations Groups #1</td>
<td>Buy tickets for season, TEDTalk Discussion, Poetry In Motion groups</td>
<td>Groups #1 &amp; #2 BDLP</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Poetry workshop, BDLP Group Presentations Groups #3</td>
<td>Children’s Literature Read Aloud</td>
<td>Groups #3 &amp; #4 BDLP</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>BDLP Group Presentations Groups #5</td>
<td>Performance Paper #1</td>
<td>Groups #5 &amp; #6 BDLP, Turn in Film Festival ticket, bring in CLRA book for approval</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>BDLP Group Presentations Groups #7</td>
<td></td>
<td>Groups #7 &amp; #8 BDLP, TEDTalk &amp; Core Value Statement Discussions by 11pm</td>
</tr>
<tr>
<td>Mar. 2</td>
<td>BDLP Group Presentations Group #9</td>
<td></td>
<td>Group #9 BDLP &amp; Poetry in Motion presentations</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>CLRA Solo Performances &amp; Feedback</td>
<td></td>
<td>CLRA Solo Performances, Performance Paper #1</td>
</tr>
<tr>
<td>Mar. 16</td>
<td>Playwriting 101, group brainstorming</td>
<td>Page-to-Stage groups</td>
<td></td>
</tr>
<tr>
<td>Mar. 23</td>
<td>Acting 101, group rehearsal</td>
<td></td>
<td>PTS script draft #1 due</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>No Class - Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 6</td>
<td>Group rehearsal</td>
<td>Discuss final portfolio</td>
<td>Final draft of script due at the end of class</td>
</tr>
<tr>
<td>Apr. 13</td>
<td>Group rehearsals</td>
<td>Performance Paper #2</td>
<td>Group previews</td>
</tr>
<tr>
<td>Apr. 20</td>
<td>Performing at the Children’s Center (3:30-4:20pm) then class resumes in DA 101 from 5:10-6:10pm</td>
<td></td>
<td>Children’s Center Page-to-Stage Performance</td>
</tr>
<tr>
<td>Apr. 27</td>
<td>Performing at the Children’s Center (3:30-4:20pm) then class resumes in DA 101 from 5:10-6:10pm</td>
<td></td>
<td>Children’s Center Page-to-Stage Performance</td>
</tr>
<tr>
<td>May 4</td>
<td>Last day of class, pot luck, wrap up</td>
<td></td>
<td>Portfolios, Performance Paper #2, bring food!</td>
</tr>
</tbody>
</table>