

INTERSESSION, 1985

INSTRUCTOR: Harvey Ostroff

MONDAY & WEDNESDAY, 5:30 - 9:20

LOCATION: MPX 7610

OBJECTIVES:

This course will examine the techniques of Developmental Drama and its uses as:

- a) A TEACHING STRATEGY
- b) A CATALYST TO INDUCE A POSITIVE CLASSROOM ATMOSPHERE
- c) A CREATIVE APPROACH TOWARDS ONE'S OWN TEACHING STYLE

In a sequential mode, students will engage in a variety of exercises that will culminate with student designed lessons on various areas of the core curriculum. By following a programme developed to encourage group trust and positive action, students will gradually build upon their own confidence and abilities and therefore need not be concerned about a lack of previous experience in this field.

OUTLINE OF TOPICS

The sequence to be followed includes:

- 1) CLASSROOM MANAGEMENT: Programme set-up, theatre games, warm ups.
- 2) PREPARATION: Concentration, guided imagery, the creative process.
- 3) GROUP DYNAMICS: Co-operation, trust exercises.
- 4) PHYSICAL ACTING: Movement, mime, mask, characterization.
- 5) THE ORAL/AURAL MODE: Articulation, vocal variety & energy listening skills, story drama.
- 6) THE UNSCRIPTED ROLE: Improvisation, role play, role drama.
- 7) DRAMA AS A METHODOLOGY: Application of creative process to curricula.
- 8) PROJECT WORK: Playmaking, docudrama, creative movement (student designed)

TYPICAL REQUIREMENTS:

Students will be required to participate in workshop activities :

- complete a journal of observation and research
- design and present a curriculum based project
- adapt or create one or more theatre games
- participate in discussions based on a) the reading list, b) the work in progress.

ELIGIBILITY:

This course would be applicable to both Education and Theatre Arts Students.

REQUIRED TEXTS

- 1) IMPRO
Johnstone, Keith. Impro: Improvisation and the Theatre,
Eyre Methuen Ltd., London, England. 1979. 208 p.
- 2) OSTROFF, HARVEY "MAKING IT REAL:
A guide for classroom drama - Surrey School District #36 (Surrey) 1983 161 p.
- 3) A SPACE ON THE FLOOR
Colin King, Fitzhenry & Whiteside, Toronto 1972
150 pages

RECOMMENDED READING LIST:

1. Batt, Greg, et al. Teaching Drama; A Resource Book to Transitions I, Commcept Publishing Ltd., Vancouver, B.C. 1978. 113 p.
2. Fluegelman, Andrew. The New Games Book, Dolphin Books/Doubleday and Co., Inc., Garden City, New York. 1981. 190 p.
3. Fluegelman, Andrew. More New Games, Dolphin/Doubleday and Co., Inc., Garden City, New York. 1981. 190 p.
4. Furness, Pauline. Role Play in the Elementary School, Hart Publishing Co., Inc., New York. 1976. 226 p.
5. King, Nancy. Giving Form to Feeling, Drama Book Specialists. New York. 1975. 317 p.
6. Linklater, Kirsten. Freeing the Natural Voice, DBS Publications Inc., New York. 1976. 210 p.
7. O'Neil, Cecily et al. Drama Guidelines, Heinemann Educational Books Ltd., London, England. 1976. 75 p.

Recommended Reading List (Cont'd)

8. Shepard, Richmond. Mime: The Technique of Silence, DBS Publications Inc., New York. 1971. 142 p.
9. Wagner, Betty Jane. Dorothy Heathcote: Drama as a Learning Medium, National Education Association, Washington, D.C. 1976. 238 p.
10. Way, Brian. Development Through Drama, Longman Press, London, England. 1967. 308 p.
11. Spolin, Viola. Improvisation for the Theatre. North-Western University Press, Evanston, Illinois. 1963. 397 pages