

5-5-1980

Certificate Program in Child Drama

The College at Brockport, College Senate

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Routing #48 79-80

Resolution #45
1979-1980

Certificate Program in Child Drama

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE Meeting on 5/5/80
(Date)

RE: X I. Formal Resolution (Act of Determination)
 _____ II. Recommendation (Urging the fitness of)
 _____ III. Other (Notice, Request, Report, etc.)

SUBJECT: Certificate Program in Child Drama

(see attached)

Signed Robert G. Kemmerling Date Sent 5/6/80
 (For the Senate) 8/1/80
 Robert G. Kemmerling, President, Faculty Senate

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- 9-25-80
- Approved
- a. Accepted. Effective Date _____
 - b. Deferred for discussion with the Faculty Senate on _____
 - c. Unacceptable for the reasons contained in the attached explanation
- II. III. a. Received and acknowledged
- b. Comment: *Request further communication with Perkins office via a - via "Litigation Program"*

DISTRIBUTION: Vice Presidents: _____

Others as identified:
 xc to La Zare, Dubé
 Douglas done 5/27/80

Distribution Date: 5/22/80

Signed: Albert W. Brown (President of the College)

and procedures of letter of intent etc. to prepare negotiations especially for student financial support.

Date Received by the Senate: 9/25/80 xc: Douglas, La Zare, Faculty Senate

check meet in this

CERTIFICATE PROGRAM IN CHILD DRAMA

THE NEED

Dramatic activities in the schools are not considered for entertainment anymore. On the other hand, they are becoming an integral part of the education process, and theatre education is gaining primary focus in the school curriculum. According to a Panel Report, Coming to Our Senses, "Schools are displaying growing interest in drama, although it is rarely found as a separate subject." (p.69) Because of this increased activity, "There is more demand for drama specialists who are used as resources for the classroom teacher." (p.69) The proposed Certificate Program envisages to fulfill the demand for drama specialists.

THE GOALS

The specific instructional goals of the program are:

1. To provide the students with theoretical knowledge about children's psychological and developmental needs, dramatic activities, actor-audience relationships, etc.
2. To provide the students with practical experience in working with children in different situations, and in the use of dramatic activities in teaching school subjects.
3. To provide the opportunities to the students for acquiring leadership qualities in order to initiate and organize programs related to child drama activities.
4. To provide the students with communication skills for organizing workshops and lecture-demonstrations to the teachers.

CLIENTELE

People interested in pursuing this Certificate Program would be:

1. The teachers who are interested in pursuing dramatic activities as a tool for teaching school subjects.
2. The teachers who are interested in organizing dramatic activities in schools as extra-curricular activities.
3. The members of the community and other groups who are planning to initiate drama workshops for children.
4. Those who are not interested in, and cannot, study for a degree program.

REQUIREMENTS

1. Admission to Certificate Program will be based upon the review of candidate's application and personal interview with the faculty. Admission will be restricted to seats available and the potential of candidates to successfully complete the program. Criteria to be applied will be:

A. Evidence of commitment to the field as evidenced by such interest as:

1. A record of work with children or parenting
2. A history of attendance, performance, or reading in the area of the arts, especially drama

B. Success in previous study experiences

C. A high school diploma or equivalent

2. The students have to complete a minimum of 27 credit hours as described in the curriculum structure with a minimum earned academic average of 2.0.

3. Because this is not a degree program, the students are not required to complete other requirements of the College prescribed for bachelor's degree.

OTHER INFORMATION

1. The students who have completed the Certificate Program from SUNY College at Brockport and wish to obtain a bachelor's degree, can use the courses taken for the Certificate Program to fulfill the requirements of the bachelor's degree if these courses are required.

2. Each student will have a faculty advisor with whom the student will seek guidance in preparing the educational plan.

3. One faculty member of the Department of Theatre from the Child Drama area will be responsible for coordinating and administering the Certificate Program through the Chairperson of the Department of Theatre and the Dean of Fine Arts. Other faculty members participating in the program will also assist in planning and implementing the program.

4. No additional resources are needed. All the courses used for the Program are being offered currently, and these courses can accommodate additional students enrolled in this Program.

5. The Program is planned for implementation in Fall, 1980.

CURRICULUM STRUCTURE FOR CHILD DRAMA CONCENTRATION

THE 281	Creative Drama	3 credit hours
THE 237	Elements of Stage Design	3 " "
THE 353	History, Theory, and Practice of Children's Theatre	3 " "
THE 354	Recreational Drama	3 " "
OR		
THE 365	Puppet Theatre	3 " "
THE 430	Special Problems in Child. Theatre	3 " "
THE 483	Creative Drama Practicum	3 " "
THE 481	Dramatic Activities in Elem. Schools	3 " "
OR		
THE 482	Play Production in Secondary Schools	3 " "
THE 321	Acting I	3 " "
OR		
THE 323	Improvisational Theatre	3 " "
OR		
THE 351	Directing I	3 " "
THE 450	Field Experience in Theatre	3 " "

COURSE DESCRIPTIONS

THE 281 CREATIVE DRAMA

The student is expected to: demonstrate an understanding of the goals and uses of creative drama for individuals and groups; demonstrate an understanding of the value of creative drama as a pure art form as well as for curricular or developmental purposes; develop a process mode of working with people; develop skills in creative drama activities through individual exploration and cooperative group participation; develop skills in evaluation creative drama activities.

THE 237 STAGECRAFT AND DESIGN

This course is intended to enable the student to develop and execute simple theatrical spaces. The students will do some actual designing of simple units and the execution of simple units for a predetermined purpose.

THE 353 HISTORY, THEORY AND PRACTICE OF CHILDREN'S THEATRE

The student is expected to: demonstrate in writing an understanding of the history and development of children's theatre and its relationship to adult drama; analyze in writing the form and structure of a children's play; analyze in writing the different needs and perceptual abilities of young audiences from several age groups; demonstrate in theory and in practice an understanding of the basic elements of directing and performance for child audiences; develop ability in making ground plans; develop criteria for making aesthetic judgements about theatre for children; and, develop an awareness and appreciation of the various advantages and disadvantages of presentational, representational and participatory drama for child audiences.

THE 354 RECREATIONAL DRAMA

The student is expected to: demonstrate an understanding of the nature and objectives of child drama, particularly the importance of product through process in recreational drama; demonstrate a knowledge of the genre of children's theatre plays; develop criteria to analyze and identify plays suitable for children and young people to perform; develop skills in creating a play with children without using a script; and, develop an understanding of the skills involved in producing plays with children through study and experience with specific attention to working within different age groups' needs and abilities.

THE 365 PUPPET THEATRE

The student is expected to: demonstrate an understanding of the historical roots of puppetry and its relationship to other arts, especially theatre; develop a mastery of skills in designing, constructing, and manipulating various kinds of puppets; demonstrate the ability to identify uses of puppetry in art, recreation, therapy, and child drama; conceive and create dramatic material, individually and in a variety of group situations; develop written criteria for evaluation stories and plays for puppetry dramatization; and, develop standards of excellence for judging creative work in puppetry.

THE 430 SPECIAL PROBLEMS IN CHILDREN'S THEATRE

The student is expected to: demonstrate an understanding of a variety of methods for development and performance of plays for children in non-theatre spaces; develop a knowledge of the genre of plays suitable to the specific project; be able to perform in an ensemble through development of skills in group and individual improvization; develop material suitable for presentation to a child audience; develop skills in working with a child audience as the specific project requires; and, develop the adaptive skills required for touring a production to child audiences in many different spaces over a span of several months.

THE 483 CREATIVE DRAMA PRACTICUM

The student is expected to: develop an understanding of the current theories in the field of creative drama; be able to distinguish between process and product, and between curriculum integrated and recreational creative drama activities; develop skills in guiding children through the dramatic process; be able to organize, write and implement and evaluate a series of integrated lessons in creative drama; and, develop an understanding of and ability to function within the framework of an educational or community agency.

THE 481 DRAMATIC ACTIVITIES FOR CHILDREN

The student is expected to: recognize the opportunities for a wide variety of drama in the elementary school, both in process and product-oriented activities; integrate the dramatic process in curriculum; participate actively in those activities in order to understand better each type of project; write clearly organized and well thought out lesson plans and implement them in a field experience; and, evaluate the field experience.

THE 482 PLAY PRODUCTION IN THE SECONDARY SCHOOLS

The student is expected to: understand and be able to articulate the value of performing arts experiences for and by the adolescent; demonstrate a working knowledge of dramatic literature suitable for performance in schools; develop and practice skills in selecting, casting, and producing plays; develop standards of excellence in judging work in play production; and, develop the ability to integrate theatre arts into the total school curriculum.

THE 321 ACTING I

The student is expected to: select a short 2-person scene or a monologue and discover and articulate overall objective of the piece as the playwright intended it; discover and articulate the underlying action of the scene and the objectives and intentions of the character play, line by line; find parallel situations in his own experience which allow for strong personal commitment to the character's life and view of the world and articulate them; be specific about what his/her character wants, how he will go about getting it, what obstacles lie in the path of achieving it, and how the character will overcome these obstacles; be able to articulate the above things verbally and in writing; and, be familiar with external technical things of the craft, stage positions, stage areas, entrances, exits, stage turns, etc.

THE 323 IMPROVISATIONAL THEATRE

The student is expected to: analyze and identify in writing elements of game structure such as conflict, competition or non-competition, involvement, application of rules; analyze and identify the above concepts (in writing) in related art forms; write--and analyze in writing--an original dramatic scenario including reference to dramatic structure and identification of theme and plot; physicalize in performance task three above; physicalize mood, attitude and emotion as expressions of non-verbal communication; utilize space as a meaningful visualization of mood and character relationships; and, suggest in writing, in detail, potentially valuable applications of the skills demonstrated in one through six above in the student's specific area of expertise.

THE 351 DIRECTING I (this has additional pre-requisites)

Basic training in the techniques of conducting rehearsals and directing the work of actors and others connected with production; laboratory work in directing one-act plays. (Pre-requisites: THE 321, and THE 314 or 315).

THE 450 FIELD EXPERIENCES IN THEATRE

Students would work the equivalent of a three-credit course with an institution or professional theatre focusing on Child Drama. For example, students might develop publicity or public relations material for a given season, direct a children's play, plan and implement a creative drama program with a specific group, etc. In each instance, students would be sponsored by college supervisor and work with a cooperating staff member of the particular institution or theatre.