

CHLD 82: PLANNING CREATIVE DRAMATICS

Foothill College Course Outline of Record

Heading	Value
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Analyze and compare children's books that would be the most successful for children to use for story re-enactment experiences
- Demonstrate the use of various props that can be used to tell or re-enact a story.
- Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics.

Description

Introduction to creative dramatics for the child; dramatic play, puppetry, role playing, acting out stories; how to implement creative dramatics. The emergence of creativity, imagining, and empathizing with others. Techniques for promoting children's sensitivity to, and use of, various dramatic art forms. Role of the parent and teacher in facilitating children's explorations.

Course Objectives

The student will be able to:

- Analyze and compare children's books to determine the most appropriate to use for story re-enactment experiences.
- Demonstrate the use of various props that can be used to tell or re-enact a story.
- Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics.
- Discuss how social, cultural, personality and environmental factors lead to the development of a child's creativity.

Course Content

- Analyze and compare children's books to determine the most appropriate to use for story re-enactment experiences
 - Use of rhythm, repetition, nursery rhymes and songs to develop oral language
 - Identify age appropriate literature selections by assessing length of story, vocabulary, characters and subject
- Demonstrate the use of various props that can be used to tell or re-enact a story
 - Concrete props to assist children in their re-enactment
 - Use of props with concrete objects
 - Use props to represent sound effects when re-enacting a story

- Develop a curriculum plan promoting large motor, small motor, social-emotional and language development through dramatics
 - Development of prop boxes as a base to re-enact a curriculum topic
 - Description of how drama fosters child development
- Discuss how social, cultural, personality and environmental factors lead to the development of a child's creativity
 - Valuing, accepting, encouraging, and respecting a child's native language and ethnicity through selection of literature
 - Recognition of bias, anti-bias and diversity in children's literature

Lab Content

Not applicable.

Special Facilities and/or Equipment

None

Method(s) of Evaluation

- Class participation
- Class presentation
- Writing reflections
- Final project

Method(s) of Instruction

Lecture, Discussion, Oral presentations, Demonstration.

Representative Text(s) and Other Materials

Articles selected by instructor.

Example: Bennett-Armistead, Susan V. "What Is Dramatic Play and How Does It Build Literacy?" [Literacy-Building Play in Preschool](#). New York, N.Y.: Scholastic, Inc., 2009. This article remains relevant to the course.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- Reading select articles for discussion.
- Reflective writing on selected topics.

Discipline(s)

Child Development/Early Childhood Education