

# CHLD 82: PLANNING CREATIVE DRAMATICS

## Foothill College Course Outline of Record

| Heading                 | Value                                     |
|-------------------------|---|
| Effective Term:         | Summer 2022                               |
| 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

When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation  
Class presentation  
Writing reflections  
Final project

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture  
Discussion  
Oral presentations  
Demonstration

## Representative Text(s) and Other Materials

Instructor will provide articles for discussion en lieu of text. Examples:

Bennett, Anitha. "Puppetry: Benefits Of Puppet Play In Learning and Social Skills Development In Kids." 2021.

Miyata, Cathy. "3 Ways To Teach Kids Storytelling, A Skill That Matters During Coronavirus Isolation And Always." 2020.

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**

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

## **Discipline(s)**

Child Development/Early Childhood Education