

Syllabus for *Theatre for Youth* (TA 450)

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Instructor: Deb Greer
TR 10:00am – 12:00pm; by appointment

Recommended Texts: *Theatre for Children* by David Wood with Janet Grant; *Theatre Games for Young Performers* by Maria C. Novelty

Course Objectives

- To further explore the philosophy, literature and techniques of creating theatre for and with youth ages K-6
- To gain an understanding of the special skills and knowledge required in youth theatre through hands-on work with students ages K-6th grades
- To strengthen related theatre for youth skills in communication, adaptation, directing and performing

Course Requirements and Expectations

- Regular attendance at scheduled times
- Participation in class discussions and activities
- Completion of midterm and final projects
- Turning in all written portions of assignments typed and on time- NO LATE WORK WILL BE ACCEPTED. No exceptions!

Evaluation

Please take the initiative to keep the instructor aware of your efforts and progress!

Your final grade will be determined as follows:

Participation/Attendance.....	30 pts
Interactive Story.....	20 pts
Reader's Theatre Script.....	25 pts
Adapted Script.....	25 pts
Midterm Project (performance and checklist).....	40 pts
Final Project (Devised Activity).....	60 pts
TOTAL.....	200 pts

Letter equivalents are determined by dividing the top half of the total points for any assignment into 4 equal lettered "zones." The same is true for the final total, which is how I will ultimately arrive at a letter grade to report to the university. So...

200-180 = A range
179-160 = B range
159-140 = C range
139-120 = D range
119 and below = F

** You will be participating in one or more classmates' projects, and your commitment to their projects as much as yours will count toward (or against) your participation grade.

Course Schedule: TA 450

Date	Topic	Assignments Due**
9/26	Introduction/StoryTales	*Please meet w/350 class

10/1		
10/3	Interactive Story	Elementary class assignment
10/8	Reader's Theatre	*Please meet w/350 class
10/10		Interactive Story/Evaluation DUE
10/15	Preparing R.T Scripts	R.T. Selections DUE
10/17		
10/22		Final R.T. Scripts DUE
10/24		
10/29	***Midterm***	*You must schedule the showing of your R.T piece between 10/24 and 11/5 for instructor evaluation
10/31		
11/5	***Midterm***	Director's Checklist DUE
11/7-11/14	Adaptations	*These are scripts you have adapted from existing literature. You may combine two or more if you wish. Adapted Scripts DUE on 11/14
11/19-11/21	Devised Work	*Please meet w/350 and be prepared to demonstrate a devised activity
11/26-12/3	Devised Activities in chosen classrooms - w/teacher evaluation	

Final Projects Due: BY 10:00am Tuesday, December 10th

**Although you are not required to meet with the 350 class at every meeting, those days when assignments are due you must turn them in by the end of the scheduled class time – meaning 11:50 am, or before.

Explanation of Assignments

#2: **Interactive Story:** This will be no longer than one page, typed. You will perform it in your chosen elementary class.

#3: **Script Selections:** The title of the book/poem you'll be adapting for the reader's theatre (R.T.)

project. I just need the title in writing and turned in.

#4: **Final R.T. Scripts:** It should be typed and 1.5 spaced to make room for comments. This is the scripted version- what your "actors" will get to perform from- which will look more like a play script than a prose piece. Your R.T. Script need not be longer than 3 pages total, but must be complete- **so choose brief stories!**

#5: **Director's Checklist:** This is 3/4 your midterm grade (30 points). The other 1/4 will be your direction/participation in performance of the chamber theatre assignment (10 points). Please see accompanying sheet. The total paper portion of the project will not exceed 5 pages.

#6: **Adapted Scripts:** This is a typed version of the adapted script with a description of roles available, part division (doubling, male and female, etc.) and estimated running time. **You are NOT required to execute this assignment with a class!!**

#7: **Final Project/ Devised Activity:** Please see accompanying sheet for written specifics – the devised lesson plan will be done with the elementary class of your choice.

TA 350/450 Director's Checklist Midterm Written Assignment- Due Tues, November 5

In complete sentences (typed, paragraph format), please identify and explain the following elements contained in your reader's/chamber theatre script. Remember, not all elements need be present, but try to incorporate as many as you can into your interpretation of the pieces you have chosen. If you need a "refresher" on specific definitions of these elements, refer to pages 38-61 in Theatre for Children.

1. Story
2. Theme (fantasy within reality, myth/legend, old wine in new bottles, anthropomorphic, contemporary, quest, toys/inanimate objects, worlds)
3. Characters
4. Life and Death Situations
5. Language and Silence
6. Suddenlies
7. Humor
8. Audience Participation
9. Scale
10. Puppetry
11. Magic within the Plot
12. Colourful Look on Stage
13. Lighting (what you would do if given the opportunity)
14. Sound
15. Music
16. Climaxes and Cliffhangers
17. Justice and Fairness
18. Taboos

* Refer to syllabus for policy on late assignments :)

Final Assignment: TA 450 Devised Project

Goal of Assignment

To design a complete devised piece workshop for a specific age group between grades K-6. This project will be done in an elementary classroom, scheduled at a mutually agreed upon time with instructor, elementary teacher and you.

Scope of Assignment

Each project will include (but not be limited to)...

1. A clear and concise **bridge-in activity**
2. A **physical and/or vocal warm-up** activity designed to engage the body and mind in preparation for the main event.
3. A **main event**: this is the "meat" of the devised workshop. What we have been doing in class as activities leading to performance of original material scripted by the participants are good examples. There are also many ideas included in your supplemental text Theatre Games for Young Performers as well as other library "finds and treasures." The end result is a piece that can be shaped for actual performance in a showcase by the participants.
4. A **cool down** or bridge-out activity: you may combine a cool-down and a bridge-in if the one activity successfully provides closure to the main event activity as well as "returning" your participants to the here-and-now.
5. A **final summary** of expected outcome and goals of your specific project. This should include a projected length of actual workshop (since we will not have time to do them all in class, I'd like to know what time-frame you would work in if you could), the age-range you are working with, the maximum/ideal number of participants and expected leader involvement (participatory? side-coaching? autocratic? democratic? etc.)

Details

1. The project will be typed and complete when turned in by **10:00am, Tuesday December 10th**.
2. Please provide a full copy of your lesson plan (can be double-sided and does NOT include the final summary portion) for each person in the class. **This is due the last day of formal class.**
3. Please prepare a 5 minute sample of your project to present to the class during the final week of classes. This goes by QUICK! You will be graded on the thoroughness of the typed and turned-in project (the in-class demonstration is for everyone's benefit and will aid me in understanding your typed version, but will not be graded). The project as a whole is worth 60 points and should be the pinnacle, the culmination, the zenith of your efforts as a TFY practitioner.
4. You must turn in the final project on time in order to pass the course.