Unit Outline — School of Arts & Sciences (QLD)

Campus: McAuley at Banyo  Unit Code: PERF 200
Semester: Semester 1 2006  Unit Title: CHILDREN
Credit Points: 10
Prerequisites: One Introductory Drama Unit
Lecturer-in-charge: Dr Tracey Sanders
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Fax 36237245
Email t.sanders@mcauley.acu.edu.au
Lecturers/Tutors: As Above
Course Identifier BA

DESCRIPTION
This unit looks at the development of Theatre for Children within the English-speaking world, with particular emphasis on the Australian experience. The unit considers the theoretical bases of the educational drama movement and examines its influence on the nature of Children's Theatre today.

UNIT OBJECTIVES
On completion of this unit students should be able to:
1. Identify the major theories underpinning educational drama
2. Analyse the nature of a variety of dramatic performances for children
3. Develop an understanding of how educational drama can empower and inform children
4. Devise and perform a dramatic performance for a group of children

CONTENT
The unit will focus on areas such as:

- the elements and tools of dramatic form
- educational drama as a teaching and learning medium
- the relationship between play and drama
- the dynamics of performing to children

TEACHING ORGANISATION:
Lectures, seminars, workshops, screenings, visits

ASSESSMENT PROCEDURES:
These will include the following:

- Intensive seminar with educational handout 30% broken down into the following categories
  - Group effort in seminar 10%, Individual contribution in seminar 10%, One scripted scene 10%
- Children’s Theatre Review (The Green Wizard) 20%
- Practical performance 50%

Written requirements will not exceed 3000 words

ASSESSMENT DETAILS:

A. Intensive Seminar with Educational Handout
Due Date: Beginning Week 3 Lecture Time/Tutorial Time.
Length: 40 minutes with one educational handout of 1000 words approx
Weighting: Seminar 30% (broken into the group percentage of 10% and one individual contribution of 10%) One short scene 20%. (Beginning Week 3)
1. As part of your assessment in PERF 200, you will be required in groups of four to present a 40 minute presentation seminar (approx 10 minutes per person) to the whole group. You must select one suitable children’s storybook that your group considers is suitable for performing as a theatre piece. Your approach should have an emphasis on both entertaining and educating the child audience. In the first part of your seminar, you must consider:
   - The reasons for selecting the book and the suitable age group
   - An analysis of the characters and themes underpinning the narrative
   - The educational benefits of using this book as a pre-text for a theatre experience
   - How you would adapt this book for Children’s theatre
2. In the second part of the seminar you are required to perform a scene especially written by your group using the selected children’s book. This scene need only be short (about 5 minutes long) and use characters and language from the book that captures the book’s ideas and themes. You don’t need to use costume for this – consider it a form of ‘Reader’s Theatre’. Your presentation should be energetic and dynamic.

Criteria for Group assessment (10%) will include:
- Suitability of chosen book for the theatre and selected age group
- Quality of understanding of adapting the book for Children’s Theatre

Criteria for Individual Contribution (10%) will include:
- Contribution to individual time allocation (quality of information presented)
- Communication to group (voice audibility and modulation, eye contact, energy and poise)

Criteria for Scene Presentation (10%) will include:
- Quality of delivery of the scene as a piece of children’s theatre
- Quality of understanding of play for adaptation for the stage

B. Children’s Theatre Review. Saturday 11 March, Brisbane Arts Theatre, Petrie Tce. ‘The Green Wizard”.
Tickets $10. Curtain Time: 2pm. 20%
You are expected to attend one children’s theatre production (Group booking made by your lecturer) called ‘The Green Wizard’ at the Brisbane Arts Theatre. You are required to write a 800 word review on the production (remember, you will be an adult looking at a piece of theatre aimed at young children. You should take into consideration the points about children’s theatre made in the lectures). You should answer the following questions:
- Did the storyline meet the criteria of a piece of children’s theatre?
- Did the production contain a balance of heros, villains and heroines?
- How did the production work to engage the children meaningfully? If it did not, why not?
- Was the set and lighting effective and appropriate?
- What kinds of messages did the play contain?
- Did the children enjoy the production?
You should leave enough time after the production to observe the actors talking to the children and possibly to talk to the actors themselves.
Criteria for this assessment includes:
- Understanding of the dynamics of children’s theatre production
- Depth of analysis and synthesis
• Ability of organize discussion intelligently and perceptively
• Written Expression

C. Performance for Children (3 Performances)
Due Date: Week 12 (Day and Evening Performances (pending negotiation with selected school).
Length: Dependent on selected play
Weighting: 50% (Acting or equivalent)

This semester in ‘Children’s Theatre’, we will be performing an adaptation of the play ‘Cinderella’ by Stuart Ardern & Bob Heather. This play requires a reasonable cast but there will also be the need for backstage crew and stage manager for those who prefer to stay ‘behind the scenes’. There will be separate marks allocated to actors and backstage crew. Those who choose to be part of the production crew must keep a production book of their efforts – this stands as an ebullient task to those who must learn lines for the production. Additionally, a teacher’s kit regarding the performance needs to be compiled. This is an important resource and usually a number of students take this on as their sole responsibility for the performance. This kit will be then be donated to the library as a resource for this play. We may travel to a school to give one of the performances or a school may come to us. We may do both.

Criteria for performance assessment will include: (Percentage weighted over all criteria. See criteria sheet)
• Control of the form
• Security of lines
• Use of interesting and effective theatre techniques
• Pace and timing
• Costuming, lighting and use of props
• Effective use of script
• Use of voice: audibility, clarity, modulation
• Sense of role

Criteria for production crew will include: (Percentage weighted over all criteria. See criteria sheet)
• Overall commitment to the task
• Reliability and punctuality
• Focus and energy for task
• Effort and creativity
• Ability to organise effectively
• Understanding of the dynamics of theatre production

As part of this performance, you are expected to come to all scheduled rehearsals and final performances. Please make sure, you keep the following dates free:
Week 5. Sunday March 26. 10am-4pm.
Week 6. Friday March 31 5pm-9pm
Week 7. In tutorial time
Week 8. In tutorial time
Week 9. In tutorial time and Sunday 30 April 10am-4pm
Week 10. In tutorial time and Friday May 5 5pm-9pm
Week 11. In tutorial time and Sunday 14 May 10am-4pm
Week 12. Performance in Tutorial Time. Public Performance Friday 19 May 6pm-10pm + there may be one additional performance if we can negotiate this.

NB. Please use the Assignment Cover Sheet attached hereto for all submitted assignments. This assignment Cover Sheet is your ONLY COPY and it is your responsibility to photocopy same and attach a copy to every assignment submitted. Copies of Assignment Cover Sheets are no longer available at the School Office.

PRESCRIBED TEXT
The text ‘Cinderella’ is available from your lecturer electronically. Dr. Sanders has paid for the rights to allow multiple copies of this play to be printed by students. It is NOT on electronic reserve so you will need to email t.sanders@mcauley.acu.edu.au for your copy.

REPRESENTATIVE REFERENCES:
WIDER READING


JOURNALS
- Queensland Associated for Drama in Education (QADIE)
- Australian Drama Education Magazine (ADEM)
- The Journal of the National Association for Drama in Education
- Research in Drama Education (available through PROQUEST)
- Applied Theatre Research Journal (free download: see weblink at lecturer's web site)

ATTENDANCE
Marks shall not be awarded for attendance. However, students who do not meet the minimum attendance requirements as set out by the lecturer in the Unit outline will not meet the criteria to pass the unit. Where a student is unable through illness, or another cause, to attend a class in which an assessment task is scheduled, they must provide the Lecturer in Charge either a medical certificate, in the case of illness, or substantive evidence in writing within seven days. (Guidelines for Assessment, Faculty of Arts and Sciences.) Drama units demand active participation and regular attendance of students. If you encounter problems of any kind, which affect your attendance you must consult with your lecturer – neglecting to do this could result in failure of the unit.

UNIT PROGRAM

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>WORKSHOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>Workshop</td>
</tr>
<tr>
<td>2</td>
<td>The foundations/modes of educational drama</td>
<td>Workshop</td>
</tr>
<tr>
<td>3</td>
<td>Children's theatre - defining the terms. <strong>Seminar</strong></td>
<td>Workshop</td>
</tr>
<tr>
<td>4</td>
<td>The essence of play and theatre. <strong>Seminar</strong></td>
<td>Workshop</td>
</tr>
<tr>
<td>5</td>
<td>Playwriting and directing for children's theatre. <strong>Seminar</strong></td>
<td>Workshop</td>
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<tr>
<td>6</td>
<td>Performing for children. <strong>Seminar</strong></td>
<td>Workshop</td>
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<tr>
<td>7</td>
<td>Designing and managing children's theatre. <strong>Seminar</strong></td>
<td>Rehearsal</td>
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<tr>
<td>8</td>
<td>Rehearsal</td>
<td>Rehearsal</td>
</tr>
<tr>
<td>9</td>
<td>Rehearsal</td>
<td>Rehearsal</td>
</tr>
<tr>
<td>10</td>
<td>Rehearsal</td>
<td>Rehearsal</td>
</tr>
<tr>
<td>12</td>
<td><strong>Performance Week</strong></td>
<td><strong>Performance</strong></td>
</tr>
</tbody>
</table>
Weighting: 50%

NAME OF STUDENT: ____________________________________________

DATE: ____________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Result</th>
<th>Your Result</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Control of the form (Children’s theatre)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a refined ability to handled the elements and techniques associated with the selected form</td>
<td></td>
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<tr>
<td>2. Stagecraft</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Security of lines, pace and timing, sense of role, use of theatre space, use of voice, stage presence</td>
<td></td>
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<td></td>
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<tr>
<td>3. Use of costume and make-up</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Selectivity, analysis and synthesis of selected area</td>
<td></td>
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<tr>
<td>4. Other contributions to the overall production.</td>
<td>10</td>
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</table>

Overall Result: 50%

Additional Comments:

CHILDREN'S THEATRE
PERF 200
PERFORMANCE CRITERIA
(BACKSTAGE)

Weighting: 50%

NAME OF STUDENT: ________________________________

DATE: _____________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Result</th>
<th>Your Result</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to organize responsibilities effectively and with understanding</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a refined ability to handled requirements of the role with maturity and understanding</td>
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<tr>
<td>2. Understanding of the dynamics of theatre production</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A demonstration of appropriate skills and organization needed in the selected production role</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Production dynamics</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication with director and group, punctuality, reliability throughout the production process</td>
<td></td>
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<tr>
<td>4. Production book</td>
<td>10</td>
<td></td>
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<tr>
<td>Accurate recording of tasks in a production book</td>
<td></td>
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<td></td>
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<tr>
<td>Overall Result</td>
<td>50%</td>
<td></td>
<td></td>
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</tbody>
</table>

Additional Comments:

CHILDREN'S THEATRE
PERF 200
SEMINAR (GROUP PRESENTATION)
CRITERIA

Weighting: 20% (including Scene presentation)

NAME OF STUDENT: ________________________________

DATE: __________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Result</th>
<th>Your Result</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Suitability of chosen book for the theatre and selected age group</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly shows careful thought and analysis of needs of chosen age group. Quality of chosen book</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Quality of understanding of adapting a book for Children’s Theatre</td>
<td>5</td>
<td></td>
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<tr>
<td>Demonstrated ability to insightfully discuss the adaptation with intelligence and understanding</td>
<td></td>
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</tr>
<tr>
<td>3. Quality of scene adaptation</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>20%</td>
<td></td>
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</tbody>
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Additional Comments:

CHILDREN'S THEATRE
PERF 200
SEMINAR (INDIVIDUAL PRESENTATION)
CRITERIA

Weighting: 10%

NAME OF STUDENT: ________________________________

DATE: __________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Result</th>
<th>Your Result</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribution to individual time allocation (quality of information presented)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communication to group (voice audibility and modulation, eye contact, energy and poise)</td>
<td>5</td>
<td></td>
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<tr>
<td>Total</td>
<td>10%</td>
<td></td>
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</tbody>
</table>

Additional Comments:

CHILDREN'S THEATRE
PERF 200
THEATRE REVIEW

Weighting: 20%

NAME OF STUDENT: ________________________________

DATE: ______________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Result</th>
<th>Your Result</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the dynamics of children’s theatre production</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of the dynamics of role development,</td>
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</tr>
<tr>
<td>lighting and sound effect production, the role of the director, etc</td>
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</tr>
<tr>
<td>2. Depth of analysis and synthesis</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precision of discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ability to organize discussion intelligently and perceptively</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion is logically sequenced, reads intelligently and is carefully</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>planned.</td>
<td></td>
<td></td>
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<tr>
<td>4. Written expression</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of proof reading, clear and logical writing.</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>20%</td>
<td></td>
<td></td>
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</tbody>
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Additional Comments: