

Course Unit Descriptor

Study Programme: Theatre Forms
Course Unit Title: Applied Theatre 1
Course Unit Code: MPP01
Name of Lecturer(s): HristinaMouratidou
Type and Level of Studies: Master academic studies
Course Status (compulsory/elective): Compulsory
Semester (winter/summer): Winter
Language of instruction: English
Mode of course unit delivery (face-to-face/distance learning): Face-to-face
Number of ECTS Allocated: 8
Prerequisites: None
Course Aims: Enabling students to use techniques and methods of participatory drama in various activities of the educational and teaching process. In addition, presentation of history and theoretical background of various artistic and pedagogical methods used in applied theater at an international level.
Learning Outcomes: Students will be able to understand the differences between the goals and methods of drama pedagogy compared to those of theater pedagogy. They will be able to plan and lead drama pedagogy and theater pedagogy workshops. They will be able to apply workshops from the two mentioned educational areas for children and young people, as well as for adults of different ages and social backgrounds. They will gain a solid knowledge of the artistic and pedagogical context of Drama in Education - more precisely, the methodology of process drama. They will gain practice in planning and conducting process drama to support and enrich school subjects of formal education, as well as adult education and wider social intervention.
Syllabus: <u>Development of Applied Drama and Theatre (AD&T):</u> History and definitions of Applied Drama and Theatre; relationship between AD&T; the roots of AD&T; pedagogies of the 20th century; study of children's games, narrative theory, creative and participatory art, politics and forms of interventionist performance; ethics, aesthetics, evaluation, correlation, approaches and problems; differences between AD&T and therapeutic use of performance; an introduction to central AD&T methodologies and their development over decades; pedagogical, social and aesthetic goals; similarities and differences; activities and results; important practitioners; analysis of cases of good applications. <u>Dramatic expression, participation and facilitation in Applied Drama and Theatre</u> <u>a) Interactive and participatory drama workshop as a cultural and pedagogical phenomenon. Group dynamics:</u> Activities held in AD&T for group coordination, trust, release of imagination and spontaneity; the educator and theatre artist as performers in the interactive process. <u>b) Contemporary drama studio for all:</u> Improvisation, body, voice, and actions of a dramatic character in learning about drama and through drama: approaches through physical theatre and applied drama. <u>Process drama for active involvement in drama in education and for lifelong learning</u> Dramatisation of the school curriculum: Drama in Education (DiE); connecting contemporary ethics and politics with learning through dramatic frameworks; planning process drama sessions according to the concepts of British drama pedagogy: determining the central question, the "frame" of each character, drama conventions and their different categories, identification and distancing, cooperation of students with teachers in their learning process through the "teacher/facilitator-in-role" method, the use of objects, books and audiovisual materials as incentives for establishing a dramatic context; the "compound stimulus" technique; "Drama in the galleries" (DiG): a new approach to education in art, history and humanities.
Required Reading: Boal, A. <i>Games for Actors and Non-Actors</i> , Routledge, London, 1998;Bowell, P. &Heap, B. <i>Planning Process Drama</i> . David Fulton Publishers, UK, 2001; <i>DICE Consortium: Making a world of difference: a Dice Resource for practitioners on educational theatre and drama</i> . DICE Consortium, 2010;Halson, M. <i>Schemes for Classroom Drama</i> . Trentham Books, UK, 2006;Johnstone, K. <i>Impro: Improvisation and the Theatre</i> . Methuen Drama, UK, 1989; Neelands, J. & Goode, T. <i>Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama</i> . Cambridge University Press, UK, 2004;O'Neill, C.& Lambert, A. <i>Drama Structures: a Practical Handbook for Teachers</i> . Hutchinson & Co. (Publishers) Ltd, UK, 1984;Prendergast, M. & Saxton, J. <i>Applied Drama: a Facilitator's Handbook for Working in Community</i> . Intellect, UK, 2013; Somers, J. „Narrative, Drama&theCompoundStimulus”,from Education and Theatre,

Number 9, March 2008; Taylor, Ph., *The Ethics of Applied Theatre*, from *Applied Theatre: Creating Transformative Encounters in the Community*. Heineman, Portsmouth, NH, 2003.

Weekly Contact Hours: 6	Lectures: 2	Practical work: 4
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Teaching Methods: Practical exercises, practical workshops led by the lecturer, practical workshops led by students, presentations of creative work in small groups, theoretical lectures, theoretical presentations by students, analysis of the results of practical exercises through group discussion, reflection on acquired experiences through group discussion, independent student work.

Knowledge Assessment (maximum of 100 points): 100

Pre-exam obligations	Points	Final exam	Points
Active class participation	15	Practical exam	25
Practical work	35		
Preliminary exam	15		
essay	10		

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.