

Drama Teaching Resources and Strategies

Drama Skills	Drama Elements	Forms/Genre/Style
<p>Analyzing Dramatic structure Find message and meaning: Analyzing classroom process drama work Attending and analyzing live theatre performances Viewing and analyzing film Reading and analyzing dramatic literature; scripts and screenplays.</p> <p>Practicing Mental, body, vocal skills</p> <p>Creating/Producing/Directing Published scripts Devised pieces</p> <p>Connecting Daily life Other times, places, people, ideas, issues Other curricula</p>	<p>Script Characters Setting Events 5 W's Story structure Conflict Overall message Dialogue Plot Structure Tension Mood Character Motivation Objectives Dramatic Unity</p> <p>Acting Mental Skills Listening Imagine/Pretending Concentration Relaxation Transformation Observation of detail Use of 5 senses Sensory Recall Visualization Emotional recall/range</p> <p>Voice Imitation Volume Diction Pitch, tempo, rhythm Animated voice</p> <p>Body Imitative movement Movement qualities Purposeful movement Expressive movement Character movement</p> <p>Design Costumes Props Transformed space Sound Effects Light and Color Musical Sound</p> <p>Audience Preparation for performance Etiquette</p>	<p>Comedy Devised Theatre Farce Musical Theatre Participatory Theatre Tragedy Tragicomedy</p> <p>Forms Choral reading Devising Monologues Musicals Narrative Mime Published plays Pantomimes/mime Process Drama (communal voice, decision alley, forum theatre, hot-seating, "mantle of expert", role-on-the wall, tableau, teacher-in-role, thought-tracking)</p> <p>Puppetry Reader's Theatre Role-Play Scenes Story dramatizations Storytelling Theatre Games</p>
<p style="text-align: center;">Teaching Strategies</p> <p>Process Drama: Facilitating through questioning, coaching, reflecting, and evaluating Creative Play, Movement, Pantomime, Theatre Games, Improvisation, Storytelling, and Creation of Plays.</p> <p>Integration: Drama as teaching tool for curricula connections, making meaning through drama.</p> <p>Performance: Primary emphasis on classroom sharing of dramatic work. Less emphasis on student performed theatre (product centered communication between actors and audience) and more on child centered drama played in the classroom.</p>	<p style="text-align: center;">Children's Literature</p> <p>Picture Book <i>Hear, Hear, Mr. Shakespeare</i> Bruce Koscielniak, 1998</p> <p>Informational Book <i>How does the show go on?</i> Thomas Schumacker, Jeff Kurt, 2007 <i>On Stage: Theater Games and Activities for Kids</i>, Lisa Bany-Winters, 1997 <i>Acting, A-Z: The Young Person's Guide to a Stage or Screen Career</i>, Katherine Mayfield, 2007</p> <p>Biography <i>Bard of Avon: The Story of William Shakespeare</i>, Diane Stanley, Peter Venneman, 1998</p> <p>Chapter Book <i>Stage Fright on a Summer Night</i>, Mary Pope Osborne, 2002 <i>Shakespeare's Secret</i>, Elise Broach, 2007</p> <p>Teacher's Resources <i>Story Dramas for Grades K-3</i>, Sarah Jossart, Gretchen Courtney, 2007 <i>101 More Drama Games for Children</i> Paul Rooyackers, 2002</p>	