

MDRM102 Teaching Drama History, Theory and Context

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

This module engages course participants in the teaching of theatre history, theory, and context. It will approach seminal historical moments (e.g. from Ancient Greece; from early 20th century Europe; etc.), texts (e.g. by Aristotle; by Edward Gordon Craig, etc.), spaces (e.g. the Baroque theatre; the Black Box, etc.), and practitioners (e.g. Konstantin Stanislavski; Bertolt Brecht; Stella Adler, Ariane Mnouchkine, Uta Hagen, Patsy Rodenburg), and will lead course participants to seek ways of teaching the subject matter through active learning – utilising approaches that engage students directly with the subject content rather than through a more traditional sitting-down classroom dynamic. Examples would include, re-enacting a social context from Ancient Greek history, building an actual theatre space with different materials, and impersonating a theatre practitioner. The objective is to invite one's students to be active participants in their learning, and to give them a broad understanding of theatre as a field of study from where they can nurture further interest in the subject matter.

By the end of this module, the learner will be able to:

Competences

- a. Prepare lessons in the field of theatre history, theory and context.
- b. Deliver lessons in the field of theatre history, theory and context.
- c. Monitor student progress in the learning of theatre history, theory and context.
- d. Assess students in subject content.
- e. Guide autonomous student work.
- f. Devise interactive and creativity-based lesson-plans.

Knowledge

- a. Identify seminal texts, theories and practitioners in the field.
- b. Juxtapose seminal texts, theories and practitioners in the field.
- c. Match appropriate active learning methodology to subject content.
- d. Elicit autonomous student reflections about the subject content.
- e. Sequence seminal historic moments, texts, and contexts in a coherent chronology.

Skills

- ~~a.~~ Apply researched content from the field of study.
- b. Show core identifying and differing aspects of the field of study.
- c. Apply active learning activities to subject content.
- d. Create an inclusive and active learning environment.
- e. Design appropriate assessment methods reflecting an active learning environment.

Assessment Methods

This module will be assessed through: Presentation & Assignment

Suggested Readings

Core Reading List

1. Broadfoot, A. (2020) Teaching Theatre Online: Step-by-step lesson plans for virtual theatre camps and classes. New York: Beat by Beat Press.
2. Dobosiewicz, T. (2019) Teaching Acting with Practical Aesthetics. London and New York: Routledge.
3. Drama and Theatre UK: < <https://www.dramaandtheatre.co.uk/>> Last accessed: 3/9/21.
4. Higgins, J. (2020) Teaching Critical Performance Theory: In Today's Theatre Classroom, Studio, and Communities. London and New York: Routledge.
5. McConachie, B. and Sorgenfrei, C. F. (2016) (3rd ed.) Theatre Histories: An Introduction. London and New York: Routledge.
6. Tait, P. (2021) Theory for Theatre Studies. London: Methuen Drama.
7. Wooster, R. (2016) Theatre in Education in Britain, Origins, Development and Influence. London: Bloomsbury Methuen Drama.

Supplementary Reading List

1. Fleming, M. (2017) (4th ed.) *Starting Drama Teaching*. London and New York: Routledge.
2. Fleming, M. (2018) *The Art of Drama Teaching*. London and New York: Routledge.
3. Flitsos, A. and Medford, G. S. (eds.) (2018) *New Directions in Teaching Theatre Arts*, London: Palgrave Macmillan.
4. Nichols, M. (2021) *The Drama Teacher's Survival Guide*. London: Bloomsbury Methuen Drama.