



| Teaching Guide      |  |        |                    |           |
|---------------------|--|--------|--------------------|-----------|
| Identifying Data    |  |        |                    | 2018/19   |
| Subject (*)         | Teaching Children's Drama and Theatre  |        | Code               | 652G01042 |
| Study programme     | Grao en Educación Infantil   |        |                    |           |
| Descriptors         |  |        |                    |           |
| Cycle               | Period   | Year   | Type               | Credits   |
| Graduate            | 2nd four-month period  | Fourth | Optional           | 4.5       |
| Language            | SpanishEnglish   |        |                    |           |
| Teaching method     | Face-to-face   |        |                    |           |
| Prerequisites       |  |        |                    |           |
| Department          | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación   |        |                    |           |
| Coordinador         | Couto Cantero, Pilar   | E-mail | pilar.couto@udc.es |           |
| Lecturers           | Couto Cantero, Pilar   | E-mail | pilar.couto@udc.es |           |
| Web                 |  |        |                    |           |
| General description | La asignatura se propone actuar en el terreno teórico, aclarando la comprensión de conceptos básicos sobre teatro, dramatización, teatralidad y en el terreno práctico, dotando al alumnado de la capacidad de proponer acciones educativas en el período 0-6 años en lo que atañe a la producción de actividades con carácter didáctico para aplicar a grupos de niños de educación infantil dentro de un plan educativo general. |        |                    |           |

| Study programme competences / results |   |
|---------------------------------------|---|
| Code                                  | Study programme competences / results   |
| A40                                   | Promover o interese e o respecto polo medio natural, social e cultural a través de proxectos didácticos adecuados.  |
| A42                                   | Coñecer o currículo de lingua e lectoescritura desta etapa así como as teorías sobre a adquisición e desenvolvemento das aprendizaxes correspondentes.                          |
| A43                                   | Favorecer as capacidades da fala e da escritura.  |
| A44                                   | Coñecer e dominar técnicas de expresión oral e escrita.   |
| A45                                   | Coñecer a tradición oral e o folclore.  |
| A46                                   | Comprender o paso da oralidade á escritura e coñecer os diferentes rexistros e usos da lingua.  |
| A47                                   | Coñecer o proceso de aprendizaxe da lectura e a escritura e o seu ensino.   |
| A48                                   | Afrontar situacións de aprendizaxe de linguas en contextos multilingües.  |
| A49                                   | Recoñecer e valorar o uso adecuado da linguaxe verbal e non verbal.   |
| A50                                   | Coñecer e utilizar adecuadamente recursos para a animación á lectura e á escritura.   |
| A51                                   | Adquirir formación literaria e en especial coñecer a literatura infantil.   |
| A52                                   | Ser capaz de fomentar unha primeira aproximación a unha lingua estranxeira.   |
| B7                                    | Comunicarse de maneira efectiva nun contorno de traballo.   |
| B10                                   | Capacidade de análise e síntese.  |
| B11                                   | Capacidade de busca e manexo de información.  |
| B12                                   | Capacidade de organización e planificación.   |
| B15                                   | Capacidade para asumir a necesidade dun desenvolvemento profesional continuo, a través da reflexión sobre a propia práctica.  |
| B16                                   | Capacidade para integrarse e comunicarse con expertos noutras áreas e en contextos diferentes.  |
| B17                                   | Capacidade para presentar, defender e debater ideas utilizando argumentos sólidos.  |
| B19                                   | Comunicación oral e escrita na lingua materna.  |
| B20                                   | Coñecemento de outras culturas e de outras costumes.  |
| B21                                   | Coñecemento e comunicación en linguas estranxeiras.   |
| B25                                   | Utilización das TIC no ámbito de estudo e do contexto profesional.  |
| C1                                    | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.  |
| C2                                    | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.   |
| C3                                    | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |



|    |   |
|----|---|
| C8 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |
|----|---|

| Learning outcomes   |  |  |                      |
|---|--|--|----------------------|
| Learning outcomes   | Study programme competences / results                |  |                      |
| Debating about topics related to character's psychology, group work and problem solving.        | A40<br>A42<br>A43<br>A44<br>A45<br>A47<br>A48        | B7<br>B10<br>B11<br>B16<br>B17<br>B19<br>B21<br>B25        | C1<br>C2             |
| Critical understanding of the inicial texts abd foundations for the drama process.              | A43<br>A44<br>A46<br>A47<br>A48<br>A49<br>A50<br>A51 | B11<br>B21   | C2                   |
| Planning and developing a complete drama play according to the corresponding educational level. | A40<br>A44<br>A46<br>A49<br>A52                      | B7<br>B12<br>B15<br>B16<br>B17<br>B19<br>B20<br>B21<br>B25 | C1<br>C2<br>C3<br>C8 |

| Contents  |   |
|---|---|
| Topic   | Sub-topic   |
| Foundations about Theatre.  | Body, movement, text ad space.  |
| Elements of dramatisation.  | Conflict, group and norm.   |
| Themes, topics an pedagogical proposals.                          | Personal conflicts, domestic conflicts and group conflicts. Ways of intervention. |
| Teaching and Learning parameters: analysing micro-texts.          | Fable, tale and dramatisation elements.   |
| Psychological issues. Theoretical models.                         | Psychopedagogical hypothesis and educational projections.                         |
| Practical elements of dramatisation in early childhood education. | Objects, contexts, spaces and symbolisation.                                      |
| Elaboration of a dramatisation project.                           | Practical implementation of the theoretical contents.                             |

| Planning              |                                |                                      |                               |             |
|-----------------------|--------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results         | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Workbook              | A40 A46 A47 A50<br>A51 B10 B11 | 8                                    | 24                            | 32          |



|                        |                                  |     |    |     |
|------------------------|----------------------------------|-----|----|-----|
| Directed discussion    | A43 A48 B15 B17<br>B19 B20 C3    | 8   | 16 | 24  |
| Panel discussion       | A44 B7 B16 B25 C8                | 7   | 21 | 28  |
| Workshop               | A42 A45 A49 A52<br>B12 B21 C2 C1 | 8   | 16 | 24  |
| Personalized attention |                                  | 4.5 | 0  | 4.5 |

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies       |             |
|---------------------|-------------|
| Methodologies       | Description |
| Workbook            | .           |
| Directed discussion | .           |
| Panel discussion    | .           |
| Workshop            | .           |

| Personalized attention |  |
|------------------------|--|
| Methodologies          | Description  |
| Directed discussion    | Individual/group Workshops will be assessed weekly on request. |
| Workshop               |  |

| Assessment          |                                  |             |               |
|---------------------|----------------------------------|-------------|---------------|
| Methodologies       | Competencies / Results           | Description | Qualification |
| Directed discussion | A43 A48 B15 B17<br>B19 B20 C3    | .           | 40            |
| Workshop            | A42 A45 A49 A52<br>B12 B21 C2 C1 | .           | 60            |

| Assessment comments   |
|---|
| <p>The workshop implies the complete and continuous creative process from the initial planning of each group until the moment of the final representation of the drama play. Previous readings are included from the first week. Those readings are useful for planning and debating about formal and content aspects of the general process. Directed discussion is included in the written assignment (groupal and individual) that each group and member of the group must deliver once the drama play has been performed. (Personal/group attention must be required). Therefore, group work and individual work will be assessed as a whole.</p> <p>Assessment for students without regular attendance: Contact the teacher.</p> |

| Sources of information |
|------------------------|
|------------------------|



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|-----------------------------|--|
| <p><b>Basic</b></p>         | <p>Alonso de Santos, José Luis (1999). Escritura dramática. Madrid: Castalia. Boal, Augusto (2009). Teatro del oprimido. Barcelona: Alba. <b>Bowell, P. &amp; B. S. Heap (2017). Putting Process Drama into Action. The Dynamics of Practice. Routledge.</b> Cañas, Jesús (2008). Didáctica de la expresión dramática. Una aproximación a la didáctica teatral en el aula. Barcelona: Octaedro. <b>Castronuovo, J. (2008). Lecciones de pantomima. Madrid: Fundamentos.</b> Couto-Cantero, Pilar (2014). Un modelo teórico-práctico: la transpodidáctica textual. Usos y aplicaciones para la enseñanza y aprendizaje de lenguas. Didáctica. Lengua y Literatura, 26. 105-129. ISSN: 1130-0531. <a href="http://dx.doi.org/10.5209/rev_DIDA.2014.v26.46836">http://dx.doi.org/10.5209/rev_DIDA.2014.v26.46836</a> <b>Couto-Cantero, Pilar &amp; Fernández Maceiras, Tanya (2011). Stakeholders Values, Attitudes and Purposes towards the Teaching and Learning of a Foreign Language through Drama in Béatrice Boufoy-Bastick Ed. The International Handbook of Cultures of Teacher Education: Comparative international issues in Curriculum and Pedagogy. 195-210. Strasbourg. France: ANALYTRICS. ISBN: 979-10-90365-01-8 (hbk.).</b> Couto-Cantero, Pilar &amp; Fernández Maceiras, Tanya (2011). Implementing and Supporting Drama in the EFL Early Childhood Classroom through Storybooks ? A Classroom Action-Research in a Bilingual School in Spain in Tchibozo, G., Ed. (2011), Proceedings of the 3rd Paris International Conference on Education, Economy and Society, Analytrics: Strasbourg (France). 155-162. ISBN 978-2-9533842-9-1. Diponible en <a href="http://analytrics.org/Documents/Actes%20-%20Proceedings%202011.pdf">http://analytrics.org/Documents/Actes%20-%20Proceedings%202011.pdf</a> 30 de junio de 2011. <b>Couto-Cantero, Pilar (2011). La promoción del multiculturalismo a través del cuento infantil en López Martínez, D. (Ed.). Actas del XII Congreso Internacional de Literatura Española Contemporánea. El papel de la literatura, el cine y la prensa (TV/ Internet/MAV) en la configuración y promoción de criterios, valores y actitudes sociales. Andavira: Santiago de Compostela. 107-119. ISBN: 978-84-8408-665-9.</b> Couto-Cantero, Pilar &amp; Fernández Maceiras, Tanya (2011). Stakeholders Values, Attitudes and Purposes towards the Teaching and Learning of a Foreign Language through Drama in Béatrice Boufoy-Bastick Ed. The International Handbook of Cultures of Teacher Education: Comparative international issues in Curriculum and Pedagogy. 195-210. Strasbourg. France: ANALYTRICS. ISBN: 979-10-90365-01-8 (hbk.). <b>Furman, Lou (2000), ?In Support of Drama in Early Childhood Education, Again?. Early Childhood Education Journal, Vol. 27, No. 3, 2000.</b> García del Toro, Antonio (2011). Teatralidad, cómo y por qué enseñar textos dramáticos . Barcelona: Graó. <b>Lázaro Cantarín, Julio (1998). Taller de teatro. Madrid: CCS.</b> Kagan, S.L. (1990), ?Children's Play ? The journey from theory to practice?. In E. Klugman &amp; S. Smilansky (Eds.). Children's Play and Learning: Perspectives and policy implications (pp. 173?187). New York: Teachers College Press. <b>Kerman, Gertrude L. (1961), Plays and Creative Ways with Children, New York: Harvey House.</b> Renel, G. (2000). El lenguaje corporal. Madrid: Edaf. <b>Rodríguez López-Vázquez, A. (1993), "La didáctica del hecho teatral", Revista Interuniversitaria de Formación del Profesorado, 18, pp. 169-174.- - - - (1997), "Elementos didácticos del teatro", en Cantero, F. et al. (Eds.), ob.cit., pp. 401-404.- - - - (1998), "Actitudes, valores y normas de la literatura infantil y juvenil. De R. L. Stevenson a Crompton", en Cabo, R. (Dir.), ob.cit.; pp. 1-20.</b> Sánchez Montes, M.J. (2004). El cuerpo como signo. Madrid: Biblioteca Nueva. <b>Smilansky, S. (1968), The effects of sociodramatic play on disadvantaged preschool children, New York: Wiley.</b> Svoboda, J. (1993). The secret of theatrical space. Nueva York: Applause, Theater Books. <b>Tejerina, I. (1994), Dramatización y teatro infantil. Dimensiones psicopedagógicas y expresivas, Madrid: Siglo XXI.- - - - (2000), "La literatura dramática infantil. Luces y sombras", ADE Teatro. Revista de la Asociación de Directores de Escena de España, 80; pp. 102-107.</b></p> |
| <p><b>Complementary</b></p> |  |

**Recommendations**

**Subjects that it is recommended to have taken before**

Teaching Children's Literature/652G01024

**Subjects that are recommended to be taken simultaneously**

Psychomotor Education and Motor Skills/652G01039

**Subjects that continue the syllabus**

Teaching Physical Expression/652G01020

**Other comments**



(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.