



Teaching Guide

Teaching Guide				
Identifying Data			2023/24	
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	SpanishGalicianEnglish			
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	This subject aims at both exploring the theoretical framework, clarifying the understanding of basic concepts about theatre and dramatisation, and also the practical experience, providing students with the ability to elaborate educational actions and proposals in the period 0-6 years with regard to the production of activities related to the teaching and learning process to be applied to groups of children of Early Childhood Education within a general educational plan.			

Study programme competences

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

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	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	A40 A46 A47 A50 A51 B10 B11	8	24	32
Directed discussion	A43 A48 B15 B17 B19 B20 C3	8	16	24



Collaborative learning	A44 B7 B16 B25 C8	7	21	28
Workshop	A42 A45 A49 A52 B12 B21 C1 C2	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	From the analysis of the readings, from their critical projection in the didactic task and from the reflection on the obtained results, we will proceed to the planning of concrete activities with a view to the students acquiring a critical awareness of the socio-educational reality that allows them to implement the channels and the basic criteria of cultural action in a modern and democratic society.
Directed discussion	Practical reflection on the previously mentioned elements, whatever these may be.
Collaborative learning	Guided teaching-learning procedures (overseen in person and/or using ICT methods) based on organisation of class into small groups in which students work together to solve tasks assigned by teacher, with aim of optimising their learning experience and that of other members of group.
Workshop	Theatrical practice both of daily situations analysis and of its corresponding mimesis oriented to psychoeducational intervention.

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

Assessment			
Methodologies	Competencies	Description	Qualification
Directed discussion	A43 A48 B15 B17 B19 B20 C3	Practical reflection on the previously mentioned elements, whatever these may be.	40
Workshop	A42 A45 A49 A52 B12 B21 C1 C2	Theatrical practice both of daily situations analysis and of its corresponding mimesis oriented to psychoeducational intervention.	60

Assessment comments
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. Assessment for students without regular attendance: Contact the teacher.

Sources of information



Basic	Alonso de Santos, José Luis (1999). Escritura dramática. Madrid: Castalia. Boal, Augusto (2009). Teatro del oprimido. Barcelona: Alba. Bowell, P. & B. S. Heap (2017). Putting Process Drama into Action. The Dynamics of Practice. Routledge. Cañas, Jesús (2008). Didáctica de la expresión dramática. Una aproximación a la didáctica teatral en el aula. Barcelona: Octaedro. Casanova Fuentes, Andrea y Couto-Cantero, Pilar (2018). English Language in the Classroom: A Text Dramatization Experience in Galicia. DIGILEC. Revista Internacional de Lenguas y Culturas 5, pp. 52-69. DOI: https://doi.org/10.17979/digilec.2018.5.0.4988 http://revistas.udc.es/index.php/DIGILEC/issue/view/216 Castronuovo, J. (2008). Lecciones de pantomima. Madrid: Fundamentos. 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. http://dx.doi.org/10.5209/rev_DIDA.2014.v26.46836 Couto-Cantero, Pilar & Fernández Maceiras, Tanya (2011). Stakeholders Values, Attitudes and Purposes towards the Teaching and Learning of a Foreign Language through Drama in Béatrice Boufof-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.). Couto-Cantero, Pilar & 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. Disponible en http://analytrics.org/Documents/Actes%20-%20Proceedings%202011.pdf 30 de junio de 2011. 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. Couto-Cantero, Pilar & Fernández Maceiras, Tanya (2011). Stakeholders Values, Attitudes and Purposes towards the Teaching and Learning of a Foreign Language through Drama in Béatrice Boufof-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.). Furman, Lou (2000), ?In Support of Drama in Early Childhood Education, Again?. Early Childhood Education Journal, Vol. 27, No. 3, 2000. García del Toro, Antonio (2011). Teatralidad, cómo y por qué enseñar textos dramáticos . Barcelona: Graó. Lázaro Cantarín, Julio (1998). Taller de teatro. Madrid: CCS. Kagan, S.L. (1990), ?Children's Play ? The journey from theory to practice?. In E. Klugman & S. Smilansky (Eds.). Children's Play and Learning: Perspectives and policy implications (pp. 173?187). New York: Teachers College Press. Kerman, Gertrude L. (1961), Plays and Creative Ways with Children, New York: Harvey House. Renel, G. (2000). El lenguaje corporal. Madrid: Edaf. 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. Sánchez Montes, M.J. (2004). El cuerpo como signo. Madrid: Biblioteca Nueva. Smilansky, S. (1968), The effects of sociodramatic play on disadvantaged preschool children, New York: Wiley. Svoboda, J. (1993). The secret of theatrical space. Nueva York: Applause, Theater Books. 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.
Complementary	

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

As a general consideration, spelling deficiencies in punctuation and accentuation (if applicable), as well as incoherent or inappropriate writing, poor presentation, etc., will be taken into account, both in the exams and in the assignments. All this will imply a reduction on the marks obtained. In the case of detecting plagiarism in the evaluation tests, the grade will be adjusted to the provisions of article 14.4 of the Norms of evaluation, revision and complaint of the master's degree studies *. In this subject, if the teachers detect plagiarism in any of the tests, it will mean a 0 in the final grade. In case of reiteration, the Academic Committee will apply the appropriate measures. * "Plagiarism and the use of non-original material, including that obtained through the internet without express indication of its origin and, if applicable, the permission of its author, may be considered as a fail in the activity. All this without prejudice to the disciplinary responsibilities to which there could be place after the corresponding procedure ". It is recommended to send the works electronically and if this is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts. Sustainable use of resources and the prevention of negative impacts on the natural environment must be made. The importance of ethical principles related to sustainability values, both in personal and professional behaviour must be taken into account.

(*) 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.