

Global Certificate in Drama Education

Theories and Practices in Drama

In the Global Certificate in Drama Education, students will encounter a variety of key terms and vocabulary related to theories and practices in drama. Here, we will provide detailed explanations and examples of these terms to help students deepen their understanding and apply them in practice.

1. **Drama Education:** Drama education refers to the use of drama as a teaching and learning tool in formal and non-formal educational settings. It encompasses various approaches, such as process drama, theatre in education, and drama therapy. Drama education promotes creativity, empathy, critical thinking, and communication skills.
2. **Process Drama:** Process drama is a form of drama education that focuses on the process of creating and exploring a dramatic situation or context, rather than the end product. It involves improvisation, role-play, and collaborative decision-making. Process drama can be used to teach various subjects, such as literature, history, and social studies.
3. **Drama strategies:** Drama strategies are techniques used in drama education to facilitate learning and engagement. Examples include tableaux, thought tracking, and conscience alley. Drama strategies can be used to teach a wide range of subjects, such as language arts, math, and science.
4. **Theatre in Education:** Theatre in education (TIE) is a form of drama education that uses scripted plays to teach specific curriculum content. TIE involves professional actors who perform plays in schools and community settings, followed by discussions and activities that reinforce the learning objectives.
5. **Forum Theatre:** Forum theatre is a form of participatory theatre that engages audiences in addressing social and political issues. It involves a short play that presents a problem or conflict, followed by a facilitated discussion and reenactment of the play with different audience members taking on the roles of the characters.
6. **Drama Therapy:** Drama therapy is a form of psychotherapy that uses drama and theatre techniques to promote personal growth, healing, and social change. It involves various activities, such as role-play, improvisation, and storytelling, to help individuals explore and express their emotions, thoughts, and experiences.
7. **Applied Theatre:** Applied theatre is a term used to describe the use of drama and theatre techniques in non-traditional settings, such as hospitals, prisons, and community centers. Applied theatre can be used for a variety of purposes, such as education, rehabilitation, and social change.
8. **Devising:** Devising is a collaborative process of creating original theatre pieces through improvisation, experimentation, and reflection. It involves a group of actors, directors, and designers working together to develop a performance based on a shared theme, idea, or concept.
9. **Script Analysis:** Script analysis is the process of analyzing a play script to understand its themes, characters, and dramatic structure. It involves close reading, research, and discussion to uncover the play's meaning, context, and significance.

10. Directing: Directing is the process of guiding and shaping a theatrical production, from the selection of a play to the rehearsals and performances. It involves working with actors, designers, and technicians to create a cohesive and engaging performance that communicates the play's themes and ideas.
11. Design: Design refers to the visual and spatial elements of a theatrical production, such as sets, costumes, lighting, and sound. Designers work closely with directors and actors to create a visual and aesthetic environment that supports the play's themes and enhances the audience's experience.
12. Production: Production refers to the process of staging and presenting a theatrical production, from the rehearsals to the performances. It involves coordinating various aspects of the production, such as casting, directing, designing, and marketing.
13. Criticism: Criticism refers to the analysis and evaluation of a theatrical production, based on its artistic and cultural values. Critics provide feedback and insights on the play's themes, performances, and design elements, and help audiences understand and appreciate the production's significance.
14. Intercultural Theatre: Intercultural theatre is a form of theatre that combines elements from different cultural traditions and practices. It involves the fusion of diverse artistic forms, such as music, dance, and visual arts, to create a unique and hybrid theatrical experience.
15. Community-Based Theatre: Community-based theatre is a form of theatre that engages and empowers local communities in the creation and presentation of theatrical productions. It involves collaborative and participatory approaches, such as community storytelling, devising, and forum theatre, to promote social change and community development.

In summary, drama education involves various theories and practices that promote creativity, empathy, critical thinking, and communication skills. Key terms and vocabulary in this field include process drama, drama strategies, theatre in education, forum theatre, drama therapy, applied theatre, devising, script analysis, directing, design, production, criticism, intercultural theatre, and community-based theatre. Understanding these concepts and applying them in practice can help students deepen their knowledge and skills in drama education and related fields.

It's important to note that the use of `<code>` and `</code>` tags should be sparing and strategic, emphasizing key terms or concepts for no more than 2-4 words at a time, and avoiding full sentences or paragraphs. These tags should enhance the readability and accessibility of the content, rather than distracting or overwhelming the reader. Additionally, the content should be free of any markdown symbols and formatted only with the specified html tags.

Challenges and practical applications:

1. Applying drama strategies in the classroom: Teachers can use drama strategies, such as tableaux, thought tracking, and conscience alley, to teach various subjects, such as language arts, math, and science. However, they need to plan and prepare the activities carefully, considering the students' age, ability, and interest. Teachers can also reflect on the effectiveness of the strategies and adjust them accordingly.
2. Developing a community-based theatre project: Community-based theatre projects involve collaboration and participation from local communities. However, they require careful planning, facilitation, and

evaluation. Community leaders, artists, and residents need to work together to identify the issues, develop the themes, and create the performance. They also need to consider the cultural diversity, power dynamics, and ethical issues in the community.

3. Analyzing a play script: Script analysis involves close reading, research, and discussion to uncover the play's meaning, context, and significance. However, it requires critical thinking, creativity, and empathy. Students can practice script analysis by selecting a play, identifying the themes, characters, and conflicts, and discussing their interpretations with peers and teachers.

4. Designing a theatrical production: Design involves the visual and spatial elements of a theatrical production, such as sets, costumes, lighting, and sound. However, it requires artistic and technical skills, collaboration, and communication. Students can practice design by selecting a play, creating a concept, and designing the visual and spatial elements. They can also seek feedback from peers and teachers and revise their designs accordingly.

5. Criticizing a theatrical production: Criticism involves the analysis and evaluation of a theatrical production, based on its artistic and cultural values. However, it requires critical thinking, creativity, and empathy. Students can practice criticism by attending a theatrical production, analyzing its themes, performances, and design elements, and writing a critique that provides feedback and insights. They can also seek feedback from peers and teachers and revise their critiques accordingly.

Examples:

1. A teacher uses a conscience alley drama strategy to help students explore the dilemma of a character in a novel. The teacher sets up two rows of chairs facing each other, and asks the students to take turns playing the role of the character and the conscience. The students who play the conscience give advice and opinions to the character, and the character makes a decision based on their input.

2. A community-based theatre project aims to address the issue of youth unemployment in a local neighborhood. The project involves collaboration and participation from local youth, artists, and community leaders. They identify the causes and consequences of youth unemployment, develop a storyline and characters, and create a performance that combines music, dance, and theatre. They also engage the audience in a forum theatre format, inviting them to suggest solutions and take action.

3. A student analyzes the play "A Raisin in the Sun" by Lorraine Hansberry. The student identifies the themes of racism, classism, and identity, and analyzes the characters of Mama, Walter, and Beneatha. The student also researches the historical context of the play, such as the civil rights movement and the great migration, and discusses the significance of the play in American literature and culture.

4. A student designs the set for the play "The Glass Menagerie" by