



Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

1DF100 Drama I, 30 högskolepoäng
Drama I, 30 credits

Subject Group
Performing Arts and Media

Level of classification
First Level

Progression
G1N

Date of Ratification
Approved 2009-06-11
Revised 2013-06-05 by Faculty of Arts and Humanities. Revision of course objectives, content and examination.
The course syllabus is valid from autumn semester 2013

Prerequisites
General entry requirements.

Objectives

After completing the course, the student should be able to:

- analyse practical work in educational drama and theatre from various theoretical perspectives,
- plan and conduct educational drama,
- promote teamwork and group communication,
- work with multimodality and stage basic productions.

Module 1 Theories and methods in educational drama and theatre, 15 credits

After completing the module, the student should be able to:

- plan and lead basic drama exercises,
- account for various perspectives in educational drama and theatre,
- plan and conduct forum theatre with groups of children or adults,
- apply multimodal techniques in various forms of narration,
- reflect on methods in educational drama.

Module 2 Planning and staging drama and theatre 15 credits

After completing the module, the student should be able to:

- plan, conduct and evaluate theatre performances,
- critically review and evaluate the foundations of educational drama,
- plan and conduct a basic theatre project from idea to performance,

- plan a project in educational drama for a specific target group.

Content

The course consists of two modules:

Module 1 Theories and methods in educational drama and theatre 15 credits

This module includes exercises in drama and leadership, improvisation, shadow play and role play. The module discusses gender perspectives, story composition/dramaturgy, childhood discourses and the history of children's literature. The students plan and conduct theatre exercises and forum theatre with groups of children or adults. The module also includes narration with multimodal techniques (film).

Module 2 Planning and staging drama and theatre 15 credits

This module includes an introduction to theatre. The students make puppets, work with narration and perform puppet theatre in groups of children or adults. The students conduct a theatre project presented together with an audience of children or adults, and plan a more extensive process in educational drama for a specific target group of their choice.

Type of Instruction

Teaching is delivered in the form of lectures, literature seminars, workshops and group work. Both teachers and students teach in the course, which requires the students' active participation. The course includes continuous work with groups of children or adults.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the intended learning outcomes. The objectives are examined through the following compulsory parts:

Module 1

Leading drama exercises and forum theatre Production and reflection of film
Literature seminars including written reflections on the course literature

Module 2

Basic staging and theatre projects Continuous written reflections in the form of a logbook
A take-home examination on the planning of educational drama

For some parts of the course, a retake examination can only be offered in connection to the on-going course.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and filed according to departmental regulations.

Other

Students pay a compulsory fee for working material.

Required Reading and Additional Study Material

Required reading

Module 1

Byréus, K. (2010). *Du har huvudrollen i ditt liv*. Stockholm: Liber. 192 p.

Dahlkwist, M. (2012). *Kommunikation*. Stockholm: Liber. 284 p.

Erberth, B. & Rasmusson, V. (2008). *Undervisa i pedagogiskt drama*. Lund: Studentlitteratur. 160 p.

- Fagerholm, E. (2006). *Filma bättre*. Stockholm: Liber. 176 p.
- Helander, K. (2003). *Barn dramatik och barndomsdiskurser*. Lund: Studentlitteratur. 133 p.
- Nilsson, B. & Waldemarsson, A.-K. (1998). *Rollspel i teori och praktik*. Lund: Studentlitteratur. 146 p.
- Pettersson, C.-G. & Smids, T. (2004). *Teaterhistoria*. Stockholm: Natur och Kultur. (In selection. Compendium.)
- Rodari, G. (1988). *Fantasins grammatik*. Gothenburg: Bokförlaget Korpen. (In selection. Compendium.)
- Wahlström, G. (1997). *Gruppen som grogrund*. Stockholm: Liber. 134 p.
- Zielfeldt, I. (1979). *Dramats historia*. Stockholm: Utbildningsradion. (In selection. Compendium.)

Module 2

- Byréus, K. (2010). *Du har huvudrollen i ditt liv*. Stockholm: Liber. 192 p.
- Erberth, B. & Rasmusson, V. (2008). *Undervisa i pedagogiskt drama*. Lund: Studentlitteratur. 160 p.
- Forsberg-Ahlcrona, M. (2012). *Förskolans didaktik och dockan som redskap*. Lund: Studentlitteratur. 132 p.
- Vestin, M. (2006). *Regi*. Falun: Carlssons bokförlag. 164 p.
- Wahlström, G. (1997). *Gruppen som grogrund*. Stockholm: Liber. 134 p.
- Österlind, E. (2011). *Drama – Ledarskap som spelar roll*. Lund: Studentlitteratur. 226 p.

Additional study material

- Byréus-Hagen, K. (1998). *Steget år 4–6, 7–9, Risken finns, Grus och glitter*. Stockholm: Folkhälsoinstitutets distributionstjänst.
- Lillemyr, O. F. (2002). *Lek – upplevelse – lärande*. Stockholm: Liber.
- Steinberg, J. (2004). *Aktiva värderingar för 2000-talet*. Solna: Ekehunds förlag
- Wagner, B. J. (2004). *Drama i undervisningen*. Gothenburg: Daidalos.